

# Safeguarding, Child Protection and Early Help Policy

<b>Document History</b>	
<b>Area</b>	<b>Safeguarding</b>
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<b>Approved by</b>	
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## Key Contacts

Table of identified persons with specific lead responsibilities in relation to Safeguarding and other key agencies.

Key Safeguarding Personnel			
Role	Name	Telephone	Email
Principal	Anna Dawe	N/A	
Vice Principal for Corporate Services Designated Safeguarding Lead (DSL)	Louise Brown	N/A	
Designated Safeguarding Lead (DSL)	Marie Tighe	01942 761429	m.tighe@wigan-leigh.ac.uk
Deputy Designated Safeguarding Lead (DDSL)	Maxine Mealey	01942 761713	m.mealey@wigan-leigh.ac.uk
Deputy Designated Safeguarding Lead (DDSL)	Gareth Sutton	01942 761859	g.sutton@wigan-leigh.ac.uk
Deputy Designated Safeguarding Lead (DDSL)	Joanne Bohan	01942 761565	j.bohan@wigan-leigh.ac.ukm
Deputy Designated Safeguarding Lead (DDSL)	Soabia Hardacre	01942 761102	s.hardacre@wigan-leigh.ac.uk
Nominated Governor/Trustee	Susan Loudon	N/A	
Chair of Governors/Trustees		N/A	
Designated Teacher for Looked After Children	Marie Tighe	01942 761429	m.tighe@wigan-leigh.ac.uk
<b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2018)</b>			
<b>Agency Contact Details</b>			
Local Authority Designated Officer	Diane Kitcher	01942 486042	<a href="mailto:lado@wigan.gov.uk">lado@wigan.gov.uk</a>

Children's Social Care referrals	Duty Team	01942 828300	<a href="https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/ProfessionalReferralForm.aspx">https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/ProfessionalReferralForm.aspx</a>
Early Help Hub	StartWell	01942 486262	<a href="mailto:EHH@wigan.gov.uk">EHH@wigan.gov.uk</a>
Wigan Safeguarding Children's Board		01942 486025	<a href="mailto:wscb@wigan.gov.uk">wscb@wigan.gov.uk</a>
If you believe a child or young person is <b>at immediate risk</b> of significant harm or injury, contact the <b>Police on 999</b>			

# SAFEGUARDING CHILD PROTECTION AND EARLY HELP POLICY

## 1. INTRODUCTION

The College fully recognises its duty toward safeguarding and protecting the welfare of children and young people in accordance with the principles established by

- The Children Act 1989 (as amended)
- The Children and Social Work Act 2017
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018 (statutory from 03.09.18)

Other key documents are noted, which have prompted changes to safeguarding requirements over time:

- GDPR and the Data Protection Act 2018
- Information Sharing: Advice for Practitioners 2018
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (guidance document) 2018.
- Childcare Act 2006 (as amended in 2018)
- Wigan's Threshold of Need Document/Procedure
- Wigan's Resolution Policy

This policy should be viewed alongside the following:

- Guidance for Safer Working Practice with Learners
- Equality & Diversity Policy
- Anti-Bullying Policy
- Student e-mail and Internet use procedure
- E safety guidance for students
- Health & Safety Policy
- Whistleblowing Policy
- Social Networking Guidance (Staff)
- Safeguarding Vulnerable Adults Policy
- Venue for Hire and Estates Policy
- Wigan and Leigh College Prevent strategy
- Safer recruitment policy
- Procedure for reporting and dealing with allegations against members of staff
- Use of Reasonable Force Policy
- Stop and Search Policy

The aim of this policy is to ensure:

- All of our students are safe and protected from harm
- Safeguarding procedures are in place to help students to feel safe and learn to stay safe
- Adults in the education setting community are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection.
- All agencies are providing appropriate support to children and young people through adoption of the early help framework

This will be achieved by:

- Supporting the child/young person's development in ways that will foster security, confidence and independence.
- Providing a high quality, safe and stimulating environment in which children and young people feel safe, secure, valued and respected, feel confident, and are able to enjoy, learn and grow in confidence. Have positive relationships with the adults caring for them and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and young people, of their responsibilities in identifying and reporting possible cases of abuse (**Appendix 1 and 2**) and preventing and intervening earlier to address support and social needs of young people through the early help framework
- Providing a systematic means of monitoring children / young people known or thought to be at risk of harm, and ensure we, Wigan and Leigh College, contribute to assessments of need and support packages for those students.
- Emphasising the need for good levels of communication between all members of staff.
- Developing a structured procedure within the education setting which will be followed by all members of the education setting community in cases of suspected abuse. Also that staff have had access to specific training and awareness raising concerning:
  - Staff Behaviour Policy (for safer working practice)
  - D/DSL training
  - KCSiE Part 1
  - Looked After Children (LAC)
  - Online safety training for staff
  - Preventing Radicalisation
  - Whistleblowing
- Developing and promoting effective working relationships with other agencies, especially the Police, Health and Social Care.
- Ensuring that all staff working within our education setting who have substantial access to children and young people have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a central record is kept for audit
- Curriculum – teaching about safeguarding: Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The tutorial curriculum specifically includes the following objectives:
  - Developing student self-esteem and communication skills
  - Developing strategies for self-protection including online safety
  - Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

## **2. DEFINITION OF TERMS**

All college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Children and young people may be exposed to a wide range of stressful or traumatic experiences whilst growing up. These can be defined as Adverse Childhood Experiences

(ACEs) and research has shown that the more ACEs an individual experiences in childhood, the greater their risk of a wide range of health harming behaviours and diseases they may experience as an adult.

A Glossary is included at the end of this document containing a comprehensive list of definitions.

### **3 SCOPE**

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff, Governors and volunteers working in the College. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

All staff are aware of the categories of abuse which are:

Physical Abuse  
Emotional Abuse  
Neglect  
Sexual abuse

It is imperative that all staff working in the College, in any capacity, are included in the scope of this policy.

### **4 EXPECTATIONS**

All staff are:

- Familiar with this safeguarding policy and have an opportunity to contribute to its review.
- Alert to signs and indicators of possible abuse.
- Able to record and report concerns as set out in this policy.
- Able to deal with a disclosure of abuse from a pupil.
- Prepared to assist with the implementation of individual education programmes, integrated support plans, Child in Need plans and interagency Child Protection Plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2018). All staff working directly with children have also read Annex A.

We recognise that all adults, including temporary staff, volunteers and Governors, have a full and active part to play in protecting our students from harm, and that the child's / young person's welfare is our paramount concern.

All staff believe that the College should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child or young person.

We recognise that a child / young person who is neglected, abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of worth.

We recognise that the College may provide the only stability in the lives of children and young people who have been abused or are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that the early help framework provides opportunities to intervene early and prevent safeguarding issues developing, as well providing a framework for appropriate support to be wrapped around the child / young person and their family.

### **Responding to concerns / disclosures of abuse**

Staff adhere to the following Do's and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

#### **Do:**

- **Create a safe environment by offering** the child or young person a private and safe place if possible.
- **Stay calm** and reassure the child or young person and stress that he/she is not to blame.
- **Tell** the child/young person that you know how difficult it must have been to confide in you.
- **Listen carefully** and **tell** the child/young person what you are going to do next.
- Use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **Tell only the Designated or Deputy Safeguarding Lead.**
- **Record** in detail using the Confidential Comments in Promonitor, the CP1, or Cause for Concern form without delay, using the child/young person's own words where possible.
- **If the student is distressed** and you are unable to stay with them contact a Student Liaison Officer or Duty Manager to stay with the child, until a member of the Safeguarding Team arrives.

#### **Don't:**

- Take photographs of any injuries.
- Postpone or delay the opportunity for the student to talk.
- Take notes while the student is speaking or ask the student to write an account.
- Try to investigate the allegation yourself.
- Promise confidentiality, eg. Say you will keep 'the secret'.
- Approach or inform the alleged abuser.

All staff record any concern about or disclosure by a student of abuse or neglect and report this to the D/DSL using the standard forms detailed above and included as **Appendix 4 and 5**, or using the Confidential Comments in Promonitor . It is the responsibility of each adult in College to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff will seek advice direct from Children's Social Care. In some circumstances, the D/DSL or member of staff seeks advice by ringing Children's Social Care.

During term time, the DSL and / or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that doing so would:

- place a child/young person at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime

- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a student is being privately fostered, we remind the carer/parent of their legal duty to notify Wigan Children's Social Care. We follow this up by contacting Children's Social Care directly.

## 5 SAFE SETTINGS SAFE STAFF

Our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children and young people both physically within the College environment and, for example, in relation to internet use, and when away from the College, undertaking off site trips and visits.

College security guidance has been compiled to support the senior management in the discharge of their responsibilities by ensuring the development and implementation of suitable procedures. In particular, maintaining the security of the premises in response to potential threats to the staff and students of the College via the installation of barriers on each campus and utilising the College Invacuation Procedure. The College has also developed a Policy for guidance on the Use of Reasonable Force and Stop and Search Procedures. **Appendix 6 and 7.**

Wigan and Leigh College will ensure that:

1. The Governing body takes seriously it's responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our College to identify, assess, and support those children/young people who are suffering / at risk of suffering abuse and neglect.

As key strategic decision makers and vision setters for the College, the Governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the key actions set out in Safe Setting Safe Staff are in place.

- There is a safeguarding, child protection and early help policy together with a staff behaviour (code of conduct) policy
- There is a safeguarding policy specifically designed to protect vulnerable adults.
- The College has a separate policy outlining the College's responsibility under the Prevent Duty..
- The College operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The College has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.
- A senior leader has Designated Safeguarding Lead (DSL) responsibility
- On appointment, the DSL undertakes interagency training and also undertakes DSL "new to role" training and an "update" course every 2 years
- All other staff have access to safeguarding training as appropriate
- Any weaknesses in Child Protection processes and procedures are remedied immediately
- A member of the Governing body, usually the Chair, is nominated to liaise with the LA on safeguarding issues and in the event of an allegation of abuse made against the Principal.

- Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding, Child Protection and Early Help (Thresholds of Needs) policy is available on the College website or by other means
  - The Governing body consider how students may be taught about safeguarding via curriculum content and the tutorial system. Online safety, British Values, healthy relationships and equality and diversity underpin all curriculum content.
  - That enhanced DBS checks are in place for Chairs of Governors.
  - The nominated governor (NG) for safeguarding liaises with the Principal and the D/DSL to complete an annual Section 175 safeguarding audit to return to the local authority
  -
- 2 The designated safeguarding lead (DSL) should take lead responsibility for safeguarding and child protection and is responsible for:
- Referring a child/young person if there are any concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss these concerns. Referrals should be made by calling the Children's duty team.
  - Keeping written records of concerns about a child even if there is no need to make an immediate referral.
  - Ensuring that all such child protection records are kept confidentially, securely stored and are transferred securely to the next educational setting or held by the College until the student's 25<sup>th</sup> birthday. In the instance of an early help intervention, consideration will be given to the welfare of the child / young person and consult with the family for appropriate transfer of information.
  - Ensuring that an indication of the existence of the additional file outlined above is clearly marked on the pupils records.
  - Ensuring that all records are kept and retained in line with the "Record retention" policy. Records for Looked After Children are retained for 99 years, and a record is kept and witnessed of the disposal of the individual's record.
  - Making sure that when a student leaves, any information regarding safeguarding (current or historic) as well as the child protection file, where applicable, is transferred to the new education setting as soon as possible. This should be transferred ensuring secure transit, and confirmation of receipt should be obtained. Receiving Colleges should ensure key staff such as designated safeguarding leads or the named person with oversight for SEN in colleges, are aware as required.
  - Ensuring that they, or the staff member attending case conferences, core groups, early help meetings or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with the parents.
  - Ensuring that any pupil or student currently with a child protection plan who is absent from the College without explanation for two days is referred to their key worker's Social Care Team.
  - Providing, with the Principal, an annual report for the governing body/trustees, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and a number of children on the child protection register (anonymised)
  - Liaising with other agencies and professionals
- 3 Keeping Children Safe in Education is statutory guidance that education settings in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children and young people applying to Governing bodies of maintained schools and colleges;
- 4 The lead DSL is a member of the Senior Leadership team who has; along with the Deputy Designated Safeguarding Lead(s), undertaken the relevant training, and, upon appointment will undertake DSL 'new to role training' followed by biannual updates. The senior manager with responsibility for safeguarding is the Vice Principal for Corporate

Services. The college governor responsible for safeguarding will liaise with the LA on child protection issues and in the event of an allegation against the College Principal.

- 5 The DSL's who are involved in recruitment and at least one member of the Governing body will also complete safer recruitment training to be renewed every 3 years
- 6 The name of the designated members of staff for child protection (DSL's and DDSL's) will be clearly visible in the school, with a statement explaining the College's role in referring and monitoring cases of suspected abuse.
- 7 All members of staff are trained in, and receive, regular updates in e-safety and reporting concerns
- 8 All new members of staff will be given a copy of our safeguarding statement and safeguarding, child protection and early help (thresholds of need) policy, with the DSL's names clearly displayed, as part of their induction
- 9 The HR team will also ensure that all staff working in the College read the statutory document 'Keeping Children Safe in Education', September 2018, along with Annex A and confirm they have done so. This is stored under the Important Documents section of the Staff Intranet.
- 10 All other staff, volunteers and Governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- 11 Child protection and safeguarding concerns or allegations against adults working in the school are referred to the LADO for advice and any member of staff found not suitable to work with children or young people will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 12 All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the College's Safeguarding, Child protection and Early Help policy, and reference to it in the College's Student Handbook/Parent's Pack.
- 13 The Policy is available publically either on the College website or by other means. Parents / Carer's are made aware of this policy and their entitlement to have a copy of it via the website.
- 14 All visitors complete a sign in / out form, wear a College ID badge and are escorted by a member of staff whilst on premises.
- 15 Visitors of a professional role are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the College. Supporting letter in relation to DBS checks of visitors holding professional ID badges can be found in (**Appendix 3**)
- 16 Community users are aware of the College's child protection guidelines and procedures.
- 17 Our lettings policy, for community use of the premises, will seek to ensure the suitability of adults working with children/young people on College sites at any time
- 18 Our procedures will be annually (as a minimum) reviewed and updated.
- 19 In cases of immediate risk of harm all staff must raise concerns directly with Children's Social Care Services on 01942 828300 or the Police. The Designated

Safeguarding Lead should be informed of this action as soon as possible.

- 20 Parents/carers should be informed that a referral to Children's Social Care is going to be made, unless informing them may itself place the child, professionals or others at risk e.g.:
  - where sexual abuse is suspected or disclosed;
  - where fabricated or induced illness is suspected;
  - where there are fears for the safety of a child, or others when informing parents, carers or others;
  - where it is not possible to contact immediately the parents/carers and prompt action is required to establish or ensure the child's safety.
  
- 21 Young people under 16 can only consent to their own treatment if they are assessed as being competent to consent under the Gillick or Fraser guidelines (see Appendix 9). These guidelines can also be useful when working with 16 and 17 year olds. If young people under 18 years old are not competent to consent to their own treatment, consent should be sought from a person with "parental responsibility", although it is good practice to involve all those close to the young person in the decision making process. Any decision not to inform parents/carers should be recorded on the Children's Social Care referral form with the reasons for such a decision and a copy should be kept in the safeguarding file for that learner, held by the Designated Safeguarding Lead dealing with the case. The Designated Safeguarding Lead has a duty to seek advice from Children's Social Care if unsure as to whether a referral is appropriate. The welfare of the child/young person concerned, including the welfare of any other children who may be at risk, must always take precedence over confidentiality. Therefore these procedures must be followed irrespective of any request to maintain confidentiality.
  
- 21 The D/DSL will make every effort to attend any strategy or professionals meetings to which the College is invited or may ask an appropriate colleague to attend on their behalf. The Designated Safeguarding Lead is responsible for ensuring that any actions agreed at such meetings are progressed and followed up.
  
- 22 The D/DSL will take primary responsibility for looked after children by informing relevant managers where a learner is a looked after child. This will be recorded as a pro-monitor entry and the list of learners checked and updated at least monthly via liaison with the Virtual Schools Team, both in and out of borough. Personal Education Plans (PEPs) will be completed with allocated Social Workers as part of the monitoring process. Learners who are looked after children may have additional vulnerabilities and needs. It also needs to be acknowledged that learners may be a parent to a young child. In such cases the College needs to consider safeguarding issues in relation to both the learner and their child as both can be considered a 'child in need' (threshold level 3b) or a child experiencing abuse (threshold level 4). The College will engage with other agencies as required to ensure all information is received.
  
- 23 A previously looked after child, a Care Leaver, potentially remains vulnerable and the College will continue to monitor and promote the educational achievement of these young people.
  
- 24 The College recognises the risks posed by the online world that are now part of everyday living but that with the advances in technology are often beyond the reach of the organisation. We will provide guidance to staff and students that will support individuals to keep themselves safe on line and raise awareness of the impact they may have on others by misusing technology. This will be available on the college VLE (students) and Intranet site (staff). Educating students about e-safety will be embedded into curriculum planning and the tutorial system.

- 25 The Human Resources Team will ensure the criminal backgrounds of applicants for vacant posts are checked via the Disclosure and Barring Service, and that all pre-employment checks are completed.
- 26 Engaging Contractors and Third Party Services. The Contractor or Service provider will ensure that any person engaged in the provision of the goods and/or Services has undertaken the relevant Disclosure and Barring Service checks (or such equivalent, substitute or successor checks from time to time) in line with DBS Guidance and that evidence of such checks are provided to the College prior to any such person entering the college premises. The Contractor or Service Provider will report it to the College's Designated Protection Officer if they suspect or become aware of abuse to a young person or adult whilst on the College's premises.
- 27 Children in need of additional support will be identified at enrolment and monitored by the Additional Learning Support team..
- 28 Staff responsible for co-ordinating work placements/work experience must take the safeguarding of learners, when engaged in regulated activity, into account when planning the placement and assess the placements suitability.
- 29 Procedure for dealing with an incident that arises on an off-site visit/activity (including work placements)
- When the alleged abuser and person abused are both members of an off-site visit/activity, the primary consideration is the initial protection of the child. Action to ensure this should be taken by the member of staff in charge of the visit. Once there is no immediate risk of further abuse then a more considered approach can be taken.
  - It is also important to note that all criminal offences need to be reported. (Phone 999 for emergencies/ 101 for non-emergencies) If an offence is thought to have been committed, staff should contact local police in the first instance, especially when the alleged abuser is a member of the local population.
  - Careful consideration should be given to how best to inform the learner's parent/carer, and whether any or all of the students should be returned home. This will depend on the seriousness of the incident, the effect on the learners and the risk present.
  - The DSL, or any member of the executive team, should be consulted for advice. When a member of the executive team makes such decisions, he or she should attempt to discuss this situation with the DSL as soon as possible.
  - When the allegation disclosed on an off-site visit relates to abuse of the student at their home, the standard procedures should be followed. Staff should discuss the situation with the DSL at the earliest opportunity.

## 6 EARLY HELP

The College will consider the need for an Early Help assessment when it is identified that there are low level concerns or emerging needs. Detailed information on Early Help can be found in Chapter 1 of Working Together to Safeguard Children and in **Appendix 8** of this document. .

It is the responsibility of the College to initiate Early Help to identify what the family's strengths and needs are. This will inform whether the College can support the family or whether a referral to another agency is needed. This process provides a way of recording support and interventions that have been provided by the College to the child / young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. A team around the child meeting (TAC) can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parents voice is captured as part of this assessment and that they

take ownership of the plan. This plan should be regularly reviewed up to 4 to 6 weeks until outcomes are achieved.

If at any point during the EH process, the risk increases and the College becomes concerned that the child or young person is, or is likely to suffer significant harm, then a referral will be made to children's social care.

In all cases the College will consider the statutory guidance for schools and colleges, Keeping Children Safe in Education, published by the DfE September 2018, with particular reference to Part 1: Information for all schools and colleges.

The College will support all children and young people by:

- Encouraging self-esteem and self-assertiveness through the curriculum, as well as our relationships, whilst not condoning aggression or bullying.
- Promoting healthy relationships
- Promoting a caring, safe and positive environment within the College.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child or young person, about whom there have been concerns, who leaves the College by ensuring that appropriate information is copied under confidential cover to the student's new setting.

If at any point the College becomes concerned that a child or young person is at serious risk of harm they should respond appropriately. If the College is concerned that a child or young person is at **immediate** or **imminent** risk then they should contact Greater Manchester Police on either 101 or 999. If however the College is concerned that a child/young person is, or is likely to suffer serious harm but it is not imminent they should call Wigan Children's Social Care Referral Team on 01942 828300.

## **7 CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

The College will use the same considerations for children and young people with SEND, as detailed above. However the College must also take into consideration that additional barriers can exist when recognising abuse and neglect in this group of children and young people. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child/young person's SEN or disability without further exploration (the College must consider the child/young person first and foremost, rather than the child/young person's SEND);
- A higher risk of vulnerability due to factors such as; a learning disability, lack of awareness, social isolation, which may contribute to risks such as online vulnerability;
- Being more prone to peer group isolation than other children or young people;
- The potential for children/young people with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Children and young people with SEN and disabilities can face a number of challenges to disclosure, which must be recognised and taken into account, including; prejudice, negative responses and low expectations.

## **8 INFORMATION SHARING**

We recognise that all matters relating to child protection are confidential and information is handled in line with the College's Data Protection Policy.

The Government has issued [Information Sharing for Safeguarding Practitioners](#) Guidance that included 7 'Golden Rules' of Information Sharing in safeguarding :

The Government guidance (described by the NSPCC, 2018) is:

1. **Remember that the General Data Protection Regulation (GDPR) Data Protection Act 2018 and human rights law are not barriers** to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. **Be open and honest with the individual** (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record of your decision and the reasons for it** – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

All staff must be aware that they have a professional responsibility to share information in order to safeguard children and cannot assume that someone else will pass on the information.

Sharing of information will be necessary for the purpose for which it's being shared, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely

Key organisations who have a duty under section 11 of the Children Act 2004 to have arrangements in place to safeguard and promote the welfare of children are:

- The local authority;
- NHS England;
- Clinical commissioning groups;
- NHS Trusts, NHS Foundation Trusts;
- The local policing body;
- British Transport Police Authority;

- Prisons;
- National Probation Service and Community Rehabilitation Companies;
- Youth offending teams; and
- Bodies within the education and /or voluntary sectors, and any individual to the extent that they are providing services in pursuance of section 74 of the Education and Skills Act 2008.

We will always undertake to share our intention to refer a child or young person to Social Care with their parent's / carers unless to do so could put the child or young person at greater risk of harm, or impede a criminal investigation.

As data controllers who process personal information we are registered with the Information Commissioner's Office, registration number Z6731084

## **9 SUPPORTING STAFF**

Wigan and Leigh College will work with partners in the safeguarding partnership to ensure positive outcomes for children and young people.

We recognise that staff working in the College who have become involved with a child or young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. Staff are also able to access the Employee Assistance Programme [www.pamassist.co.uk](http://www.pamassist.co.uk) which offers confidential support to all staff.

Designated Safeguarding Leads should make use of support available by the Local Authority and the partnerships Safeguarding Team.

DSLs will have oversight of Early Help and Child Protection plans with appropriate structure in place to monitor progress and outcomes in partnership with Children's Social Care and other stakeholders.

## **10 TRAINING**

All members of staff and volunteers have read, signed and understood the Keeping Children Safe in Education (2018) and Working Together to Safeguard Children 2018 documents and these are accessible at all times via the Important Documents section of the Staff Intranet.

All D/DSLs must undergo Level 3 training with the Wigan Safeguarding Children Board which is updated as required, and at least every 3 years.

All staff working in the College must undergo training relating to the Safeguarding Child Protection and Early Help Policy and related procedures and guidelines within their probationary period of employment and a minimum of every three years thereafter. This will include training related to understanding the particular safeguarding risks for Looked After Children. This training must be approved by the Wigan Safeguarding Children Board. Staff will undergo additional training if any significant policy changes are made.

Training will be provided to the Board of Governors on their responsibilities in relation to safeguarding and current legislation. This will be organised by Human Resources.

We ensure training attended meets the minimum standards set out by WSCB in the document 'WSCB recommended minimum standards for child protection training'.

## **Induction**

The welfare of all our students is of paramount importance. All staff including volunteers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management / mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

## **Safeguarding training**

All of our staff undertake safeguarding training to Level 3 which is updated every 3 years as a minimum to ensure they understand their role in safeguarding. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff receives training in online safety and this is updated as necessary.

## **Advanced training**

The D/DSL has additional training which is updated every two years as a minimum. The D/DSL also attends multi-agency courses relevant to College needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

## **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

## **Preventing Radicalisation**

All staff undertake Prevent training which is updated as changes occur.

## **Staff support**

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

## **Governors**

Governors undertake the College's Induction programme and complete WCSB approved safeguarding training, with both online and face to face delivery.

## **11 ALLEGATIONS AGAINST STAFF**

All College staff should take care not to place themselves in a vulnerable position with a child or young person.

All staff are expected to have awareness and knowledge of Guidance on Behaviour Issues, along with the College's own Behaviour Management Policy and this will form part of induction for all new staff or volunteers.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, is given at induction, alongside information on Safer Working Practices.

We understand that a student may make an allegation against a member of staff and this would be dealt with in accordance with the College's Procedure for Reporting and Dealing with Allegations against Members of Staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children / young people, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of HR

The Head of HR, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Principal the person receiving the allegation will immediately inform the Chair of Governors who will consult LADO, without notifying the Principal first.

The College will follow Wigan's procedures for managing allegations against staff. Under no circumstances will we send a child / young person home pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Principal against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of Human Resources in order to make that decision and informing the LADO at the earliest opportunity.

In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice as outlined above.

## **12 DISAGREEMENTS, ESCALATION AND RESOLUTION**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act / not act in response to a concern raised about a child or young person is wrong. In such cases the WSCB Case Resolution Protocol (formerly escalation policy) is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

## **13 WHISTLEBLOWING**

All staff can raise concerns about poor or unsafe practice and potential failures in the College's safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with insert Senior leadership role.

If a staff member feels unable to raise an issue with Senior leadership role in school as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline - Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- A member of the governing body: NAME

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitudes or actions of colleagues. If it

becomes necessary to consult outside the College, they should speak in the first instance, to the Area Education Officer / LADO following the whistleblowing policy.

Whistleblowing regarding the Principal should be made to the Chair of the Governing Body whose contact details are readily available to staff.

It is acknowledged that Whistleblowers have the right to remain anonymous, however identifying yourself may assist with any further investigations.

## **14 PHYSICAL INTERVENTION AND USE OF REASONABLE FORCE**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child or young person is endangering him / herself or others.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children / young people. "Reasonable" in these circumstances means using no more force than necessary and staff should refer to the section on "use of reasonable force" within the behaviour policy.

Such events should be recorded by completing a serious incident log and signed by a witness.

Staff who are likely to need to use physical intervention or reasonable force will be appropriately trained in an accredited positive handling technique.

We understand that physical intervention of a nature which causes injury or distress to a child or young person may be considered under child protection or disciplinary procedures.

We recognise that sometimes touch is appropriate in the context of working with children and young people, and all staff are aware of the safer working practice guidance to ensure they are clear about their professional boundary.

The College has a policy for Positive Handling, see **Appendix 6**

## **15 PREVENTION**

We recognise that the College plays a significant part in the prevention of harm to our children and young people by providing them with good lines of communication with trusted adults.

If early help is appropriate, the designated safeguarding lead (or deputy) will contact the early help hub to ensure there is no current intervention and will generally lead on liaising with other agencies, setting up an inter-agency assessment as appropriate.

Early help means providing support as soon as a problem emerges, at any point in a child/young person's life. Providing early help is more effective in promoting the welfare of young people than reacting later.

Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child/young person's situation does not appear to be improving or is getting worse.

The College will;

- Work to establish and maintain an ethos where children/young people feel secure, are encouraged to talk and are always listened to.
- Include regular consultation with children and young people e.g. through SPOC and learner voice focus groups.

- Ensure that all students know there are trusted adults in the College whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum and within the tutorial programme.
- Ensure all staff are aware of College guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## **16 DOMESTIC ABUSE**

We recognise the significant impact domestic abuse can have on children and young people, therefore we operate in partnership with Operation Encompass, a system which facilitates the sharing of information relating to domestic incidents where children/young people live or frequent. Any incidents of domestic violence reported to the police will be notified to the College to enable effective and timely support for the child / young person.

## **17 SEXUAL VIOLENCE AND SEXUAL HARASSMENT INCLUDING PEER ON PEER**

The College recognises that allegations of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made.

Decisions will be made on a case by case basis with the DSL taking a leading role, supported by other agencies such as Children's Social Care and the Police as required.

## **18 PEER ON PEER ABUSE**

All children and young people have a right to attend College and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys perpetrators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence / sexual assaults
- sexting or
- Initiation / hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the College behaviour policy.

Victims, perpetrators and any other children/young people affected by peer on peer abuse will be supported through the College's pastoral system and the support will be regularly reviewed. We minimise the risk of peer on peer abuse by providing:

- A relevant curriculum, that helps young people to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Established / publicised systems for children/young people to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children/young people that are identified as posing a potential risk to other children.

Our College policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g. Cyber, racist, homophobic and gender related bullying.

All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse.

We keep a record of known bullying incidents, and will keep a record of racist incidents.

## **19 PREVENTING RADICALISATION**

Protecting children from the risk of radicalisation should be seen as part of the College's wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, the College remains alert to changes in a child or young person's behaviour that could indicate that they are in need of protection. Staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include informing the DSL who will decide whether a referral to the Channel programme should be made.

Our College safeguarding policy has therefore been written to comply with the College's duty under Section 26 of the Counter Terrorism and Security Act 2015 and is aligned with the processes described in the College Prevent Strategy document. A brief overview of Preventing Radicalisation and Violent Extremism can be found under **Appendix 10**.

## **20 EXPLOITATION – CSE, CRIMINAL, HUMAN TRAFFICKING, MODERN DAY SLAVERY AND COUNTY LINES**

The College will ensure that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of exploitation outlined in Appendix one and two (this is not an exhaustive or definitive list)

## **21 FEMALE GENITAL MUTILATION**

The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 where the law was extended to:

- A non UK national who is 'habitually resident' in the UK and commits such an offence abroad can now face a maximum penalty of 14 years imprisonment. It is also an offence to assist a non-UK resident to carry out FGM overseas on a girl who is habitually, rather than pertinently, resident in the UK. This follows a number of cases where victims were unable to get justice as FGM was committed by those not permanently residing in the UK.
- A new offence is created of failing to protect a girl from the risk of FGM. Anyone convicted can face imprisonment for up to seven years and / or and unlimited fine.
- Anonymity for the victims of FGM. Anyone identifying a victim can be subject to an unlimited fine.

The College recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

Our Designated Safeguarding Lead will maintain up to date knowledge of the Greater Manchester Safeguarding Partnership Protocol to Female Genital Mutilation. A brief overview of FGM is included as **Appendix 2**.

## **22 CHILDREN MISSING FROM EDUCATION**

### **Responsibilities for Children Missing from Education (CME):**

- The College enters students on the admission register at the beginning of the first day on which the College has agreed, or been notified, that the student will attend. If a student fails to attend on the agreed or notified date, the College will undertake reasonable enquiries to establish the child/young persons whereabouts and consider notifying the local authority at the earliest opportunity

- The College will monitor student attendance through their daily register. The College will monitor attendance closely and address poor or irregular attendance.

### **Making reasonable enquiries for Children Missing Education;**

- The term 'reasonable enquiries' grants education settings and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the College and local authority is expected to do.
- In line with the duty under section 10 of the Children Act 2004, the expectation is that the education setting and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

### **Staff report immediately to the D/DSL, if they know of any child or young person who may be:**

- Missing – whereabouts unknown and unable to make contact (as a result of making reasonable enquiries)

The D/DSL for LAC and care leavers will discuss any unauthorised / unexplained absence of a Looked After Children with the Virtual School Team, when required.

Children and young people who do not attend school or College regularly can be at increased risk of abuse and neglect. Where there is unauthorised / unexplained absence, and after reasonable attempts have been made to contact the family, the DSL follows the WSCB procedure and refers to Children's Services as appropriate.

## **23 YOUNG CARERS**

A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

The College recognises the impact that being a Young Carer can have on students, and the importance of identifying those young people so that appropriate support can be provided.

Wigan Safeguarding Children Board coordinates our local Young Carers Strategy and the College are working towards the Children's Society/Carers Trust 'Young Carers in Schools' Award. The College also has a strategy for supporting Young Carers.

Where a student at the College is identified as having additional support needs due to being a young carer, or where a multi-agency approach may be required, the College uses the Early Help Framework and routes into the StartWell Service

## **24 HOMELESSNESS**

In most cases, College staff will be considering homelessness in the context of children who live with their families. However, in some cases 16 and 17 year olds could be living independently

from their parents or guardians, for example through their exclusion from the family home. Children's services will be the lead agency for these young people and the College Safeguarding Team will ensure appropriate referrals are made based on the child's circumstances.

## **25 MONITORING AND EVALUATION**

The College Safeguarding policy and procedures will be monitored and updated by:

- Governing Body visits to the College
- SMT drop ins and discussions with children, young people and staff
- Pupil / student surveys and questionnaires
- Scrutiny of exclusion and attendance data
- Scrutiny of Operational Safeguarding and Governors Body minutes
- Logs of bullying / racist / behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent / carer questionnaires

A summary of Safeguarding cases that have been dealt with by the College will be reported to the Board of Governors on at least an annual basis.

The Policy will be maintained and reviewed by the Safeguarding team and reports sent to the Governing Board.

Policies are reviewed annually.

## Glossary

A Child	A person who has not yet reached their 18 <sup>th</sup> birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Adverse Childhood Experiences (ACEs)	A term used to describe a wide range of stressful or traumatic experiences that children can be exposed to whilst growing up. There is a causal and proportionate relationship between ACEs and poor physical health, mental health and social outcomes. Experiencing or witnessing adverse childhood experiences has a major impact on the growing child and on long term chronic problems into adulthood.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> <li>• repeated</li> <li>• intended to hurt someone either physically or emotionally</li> <li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li> </ul>
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation (CSE)	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
County Lines	Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs.

	Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: <ul style="list-style-type: none"> <li>• psychological</li> <li>• physical</li> <li>• sexual</li> <li>• financial</li> <li>• emotional</li> </ul>
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse

	is involved in all types of maltreatment of a child, although it may occur alone.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	<p>Defining a gang is difficult. They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• race</li> <li>• religion</li> <li>• transgender identity</li> <li>• sexual orientation.</li> </ul>
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• Protect a child from physical and emotional harm or danger.</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers).</li> <li>• Ensure access to appropriate medical care or treatment.</li> <li>• It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>

Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.  Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>
Sexting	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.  They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence,

	<p>whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>
<p>Trafficking</p>	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.</p>

## **RECOGNISING SIGNS OF CHILD ABUSE**

### **Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- ✦ Significant change in behaviour
- ✦ Extreme anger or sadness
- ✦ Aggressive and attention-seeking behaviour
- ✦ Suspicious bruises with unsatisfactory explanations
- ✦ Lack of self-esteem
- ✦ Self-injury
- ✦ Depression
- ✦ Age inappropriate sexual behaviour
- ✦ Child Sexual Exploitation.

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- ❖ An explanation which is inconsistent with an injury
- ❖ Several different explanations provided for an injury
- ❖ Unexplained delay in seeking treatment
- ❖ The parents/carers are uninterested or undisturbed by an accident or injury
- ❖ Parents are absent without good reason when their child is presented for treatment
- ❖ Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- ❖ Family use of different doctors and A&E departments
- ❖ Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- ❖ Any bruising to a pre-crawling or pre-walking baby
- ❖ Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- ❖ Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- ❖ Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- ❖ Variation in colour possibly indicating injuries caused at different times
- ❖ The outline of an object used e.g. belt marks, hand prints or a hair brush
- ❖ Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- ❖ Bruising around the face
- ❖ Grasp marks on small children
- ❖ Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- ❖ Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- ❖ Linear burns from hot metal rods or electrical fire elements
- ❖ Burns of uniform depth over a large area
- ❖ Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- ❖ Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- ❖ The history provided is vague, non-existent or inconsistent with the fracture type
- ❖ There are associated old fractures
- ❖ Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- ❖ There is an unexplained fracture in the first year of life

## Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- ❖ Inappropriate sexualised conduct
- ❖ Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- ❖ Continual and inappropriate or excessive masturbation
- ❖ Self-harm (including eating disorder), self mutilation and suicide attempts
- ❖ Involvement in prostitution or indiscriminate choice of sexual partners
- ❖ An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- ❖ Pain or itching of genital area
- ❖ Blood on underclothes
- ❖ Pregnancy in a younger girl where the identity of the father is not disclosed
- ❖ Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Child Sexual Exploitation

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

Signs include:

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

## **Criminal Exploitation / County Lines**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of Criminal Exploitation / County Lines

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

## Appendix 2

### Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

#### The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

## APPENDIX 3

To : All Schools and Academies

**Our reference:** HRESC  
**Your reference:**  
**Please ask for:** HR Employment  
Service Centre  
**Extension:** 2333  
**Direct line:** 01942 827333  
**Date:** 8<sup>th</sup> May 2017

Dear Colleague

### **DBS Checks for School Visitors**

I have been asked to confirm the situation regarding schools asking visitors to provide copies of their DBS certificate or DBS number. It is unlikely that visitors will carry their certificate with them and in many cases it will not be necessary for them to do so.

I can confirm that any visitor who is employed by Wigan Council will have had their post assessed for eligibility for a DBS Check, including an assessment of the work they do in schools. They would not have been employed without an acceptable clearance being received. Therefore, if your visitor is a current Wigan Council employee, you can be assured that they have received satisfactory clearance and you do not need to see it. You should of course check their Wigan Council badge to confirm their identity.

Further guidance on DBS checks for other visitors to school will follow.

I hope you find this advice useful. If you have any questions or wish to clarify any areas, please contact me. As lead counter signatory, I am available to provide advice on any DBS issue you may have.

Yours sincerely

Claire O'Sullivan  
Lead Counter Signatory

# Bridgewater Community Healthcare



NHS Foundation Trust

**Human Resources**

Bevan House  
Beecham Court  
Smithy Brook Road  
Wigan  
WN3 6PR

Wigan Borough Head Teachers  
9<sup>th</sup> February 2017

Tel: 01942 482965

Dear Head Teacher

**RE: DBS Checks**

Bridgewater Community Healthcare NHS Foundation Trust operates a Disclosure and Barring Service (DBS) Policy based on the requirements of the Police Act 1997 and the mandatory pre-employment checking procedure requirements of the Department of Health. The Policy ensures that enhanced DBS checks are mandatory for every staff member who has access to children or vulnerable adults as part of their normal duties or standard DBS checks for staff who have access to health care records. New staff are not allowed to start in post until their DBS and all other relevant pre-employment checks have been completed. Such checks must be satisfactory and in line with national NHS safe recruitment standards.

In line with the requirements of this Policy, all staff working with children or vulnerable adults are subject to enhanced DBS checks prior to being offered a contract of employment.

All Trust staff are required to display their identification badges on their person at all times to confirm to Schools and other providers that they are subject to this safeguarding process.

Where a DBS disclosure provides information about allegations and/or convictions relating to children or an allegation is made about an existing member of staff, the nominated Senior Officer will share that information with the Local Authority Designated Officer in accordance with the requirements of Safeguarding Vulnerable Groups Act 2006.

If you have any further queries, please do not hesitate to contact the Trust's Human Resources Department via the contact details detailed at the top of this letter.

We are more than happy to work with you and members of your Team to confirm/validate our staff members' identification when they present at your premises.

Yours sincerely

**Paula Woods**  
**Assistant Director Workforce**

**APPENDIX 4  
Safeguarding of Young People and Vulnerable Adults**



**CP1 Statement Form**

**Details of person the allegation/ issues were reported to/heard by**

Staff Name	
Job title, Department/Site	
Telephone Number	
Date allegation /disclosure made :	

**Details of person making the allegation/presenting issues**

Name		
Student Number		AGE
Department		
Course		
Personal tutor		

**Details of person allegedly recipient of abuse if different from above**

Name		
Student Number		
Department		
Course		
Personal tutor		

**Details of any other persons present**

Name		
Department		
Course		
Personal tutor		

Assigned to: (Safeguarding officer)	
Date Assigned	

<b>Place the incident occurred</b>	
<b>Nature of the alleged abuse</b> (see safeguarding policies for guidance.)	<b>Physical</b> <input type="checkbox"/> <b>Neglect</b> <input type="checkbox"/> <b>Emotional</b> <input type="checkbox"/> <b>Sexual</b> <input type="checkbox"/> <b>Financial</b> <input type="checkbox"/> <b>Institutional</b> <input type="checkbox"/>

<b>ALLEGATION/DISCLOSURE DETAILS</b>
<div style="text-align: right; margin-top: 100px;"> <div style="border: 1px solid black; padding: 2px 10px;">Continue Overleaf if necessary...</div> </div>

<b>ANY RELEVANT ADDITIONAL INFORMATION</b>

<b>Signature of person making statement</b>	
---	--

***All actions following this initial report must be entered through Pro-monitor's Confidential Comments.***

**APPENDIX 5**



**Safeguarding – Cause for Concern**  
Confidential

Member of staff making referral		
Position		
Date of referral		
Signature		
Name of child/vulnerable adult:		
Gender	Age	EBS number
D.O.B	Personal Tutor	Course & Level
Does the child/vulnerable adult know you will be speaking to a protection officer?    Yes		
_____                      No _____		
Summary of reason for concern		
To whom have you spoken and what was said? <i>(State what the child/vulnerable adult said or what you observed that caused concern/suspicion. Include date and time of event. Where reporting what someone has said to you, try to use as close to their words as you can remember.) Continue on another sheet if required.</i>		
Have you taken any actions? – <i>please state here</i>		
Category of abuse causing concern.		
Physical ___    Neglect ___    Emotional ___    Sexual ___    Financial ___    Institutional ___		

Please return this form to the Safeguarding Team.  
 Either electronically or by hand delivery to a designated Safeguarding Officer.

To be completed by a Designated Safeguarding Officer

**Office Use Only**

<b>Assigned to: (Safeguarding officer)</b>	
<b>Date Assigned</b>	
<b>Date of initial meeting.</b>	
<b>Is this Safeguarding ?</b>	YES <input type="checkbox"/> (transfer details to CP1 form) NO ... <input type="checkbox"/> (please complete this form fully)
<b>Confirm Category of Abuse</b>	Physical <input type="checkbox"/> Neglect <input type="checkbox"/> Emotional <input type="checkbox"/> Sexual <input type="checkbox"/> Financial <input type="checkbox"/> Institutional <input type="checkbox"/>
<b>Action</b>	



# Positive Handling and Physical Intervention Guidance

Version Number	Purpose / Change	Author	Date	Authorised by
HSP 012 – 1.0	Original Document	Ian Softley	01/02/2019	Louise Brown

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## POLICY STATEMENT

Staff at Wigan and Leigh College are trained to look after the students in their care. Staff have a duty to intervene in order to prevent students from hurting themselves or others. There may also be situations in which a student seriously disrupts good order in the College or causes damage to property. If a member of staff ever needs to intervene physically they must follow the College's Positive Handling Policy. Any students, parents or guardians wishing to view this policy may do so on request.

### 1.0 INTRODUCTION

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this guidance are a small number of responses which may involve the use of force to control or restrain a student. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in [DfE Guidance: Use of reasonable force](#). A clear and consistent positive handling policy supports students who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Students displaying behavioural difficulties sometimes present a risk to themselves and others. [Section 93: Education and Inspections Act 2006](#) describes the circumstances in which staff and others authorised by the Principal may use reasonable force to control or restrain students. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This guidance should be considered alongside current College Policies and Procedures, the most recent DfE guidance and other documented Good Practice. It is designed to help staff to ensure that any actions they take are **reasonable, proportionate** and absolutely **necessary**.

Principally, this guidance is aimed at students under the age of 18 years old, however, the College Procedures, in the main, remain applicable for all students irrespective of age.

### 2.0 COLLEGE EXPECTATIONS

Wigan and Leigh College takes seriously its duty of care towards students, staff and visitors to the College. Staff protection is an important part of student protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the student.
- The second is the welfare and protection of the staff responsible them.

### 3.0 POSITIVE BEHAVIOUR MANAGEMENT

All physical interventions should be conducted within a framework of positive behaviour management. The College Student Code of Conduct is intended to recognise a high standard of behaviour and application, and encourage students to take responsibility for maintaining and improving their own positive behaviour.

A preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk. Students which have known behaviour or emotional issues are encouraged to participate in the development of their own ALS Learning Support plan by focusing on positive alternatives and choices. Where the student is below the age of 18, parents may also be encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all students when they are under pressure and safely manage issues if, and when, they occur.

### 4.0 ALTERNATIVES TO PHYSICAL CONTROLS

Non-physical behaviour management and alternatives to physical intervention can be effective to reduce risk. They include:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for students to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort students to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

## 5.0 MODIFICATIONS TO ENVIRONMENT

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some students may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of sharp or dangerous implements controlled (including catering knives and cutlery, tools, etc.) What small items are available to an angry student who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Is the design arrangements or furniture safe and appropriate for students who exhibit behavioural issues?
- Is there a comfortable and safe place to sit with an agitated student?
- Are protocols in place to encourage angry students to take themselves to a safer place?

## 6.0 ASSISTANCE AND SUPPORT

Should an incident occur it is expected that all staff should support their colleagues. This does not necessarily mean taking control of the situation, initially it may require them to remain in the vicinity in case assistance is needed, requesting additional support (raising the alarm) or to look after the group whilst the primary member of staff deals with student exhibiting behavioural issues. The member of staff primarily dealing with the incident may have a greater understanding of the individual student's needs or issues and may be best placed to deal with the situation. However, if the primary member of staff requests or it is believed that the situation may be escalating beyond the immediate control, staff should be willing to provide further direct assistance within their capabilities.

Good communication is essential to avoid confusion during the management of an incident. Some suggested communication strategies are included in Appendix A of this guidance.

Staff should always review and evaluate incidents and it is important to accept both their own evaluation and that of their colleagues and alternative strategies explored.

## 7.0 VERBAL DE-ESCALATION

Staff should present a calm, non-confrontational manner when dealing with an incident. There is a difference between being authoritative and being confrontational. Carefully chosen words can sometimes avert the incident escalating further. Avoid becoming aggressive or getting into an argument with the student, this is likely to result in further escalation, better to use support and reassurance. Telling the student to calm down can actually make them more agitated. Avoid pointing out what they have done wrong, this can escalate their behaviour, their actions and subsequent consequences can be dealt with later once they have calmed and the best approach can be agreed upon. You may point out the consequences should they escalate their behaviour. The only purpose in communicating with an angry student is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

Some suggestions for verbal communication are included in Appendix B of this guidance.

## 8.0 PHYSICAL INTERVENTION

Physical intervention should only be made if there is no realistic alternative. The College does not necessarily expect staff to methodically work their way through a series of strategies before attempting an intervention in which they have some confidence. Staff should not necessarily wait until the danger is imminent if they believe that negotiation will not de-escalate the situation. Guidance is given by the Department of Health's Interpretation of the Children Act:

*"If necessary, staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future."*

Students under the age of 18 are classed as children under the Children Act. Students 18 years and older are classed as adults and Common Law permits the use of physical intervention / restraint

*"to prevent the individual from harming themselves or others. This can also include the protection of property and prevention of a crime."*

Staff must conduct a dynamic risk assessment and choose the safest alternative, including to experiment and think creatively about any alternatives to physical intervention which may be effective.

## 9.0 PROACTIVE PHYSICAL INTERVENTIONS

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a student has shown ritual patterns of behaviour, which in the past have led to the student becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the student to a safer place when the pattern of behaviour begins, rather than wait until the

student is distressed and out of control. The paramount consideration is that the action is taken in the interest of the student and that it reduces, rather than increases, risk.

## 10.0 REASONABLE AND PROPORTIONATE

Any response to extreme behaviour should be reasonable and proportionate. Staff should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the student?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

The types of force used could include:

- passive physical contact resulting from standing between students or blocking a student path
- active physical contact such as:
  - i. leading a student by the hand or arm
  - ii. ushering a student away by placing a hand in the centre of the back
  - iii. using your arms as a barrier and moving the student away
  - iv. in more extreme circumstances, using appropriate restrictive holds

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a student stepping in front of oncoming traffic or preventing a student from hitting someone with a dangerous object etc.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the extreme circumstances it may not always be possible to avoid injuring a student.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

## 11.0 UNREASONABLE USE OF FORCE

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should students be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with techniques for disengaging from assaults). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a student secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this College.

### Definitions of Seclusion / Withdrawal / Time Out

- Seclusion** - Forced to spend time alone against will (requires statutory powers other than in an emergency)

<b>Withdrawal -</b>	Removed from the situation but observed and supported until they are ready to resume
<b>Time out -</b>	Restricting positive reinforcement as part of a <u>planned</u> behavioural programme (requires recording and agreed in ALS Learning Support plan).

## 12.0 HEALTH AND SAFETY

If dangerous behaviour presents a risk of injury to people it is a Health and Safety issue. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported using the College Dangerous Occurrence Report form and sent to the Head of Estates, Health and Safety. Where injury occurs, this should be reported on the College Accident and Incident Report form.

All staff have a shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. It is recognised that it is not possible to entirely remove risk, sometimes things go wrong despite the best efforts to do the right thing. Sometimes staff are faced with difficult and sometimes unpalatable choices. In these circumstances it is important to try and think through the outcomes of the options available, balance the risks and choose whichever course of action seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with College policy and guidance, and to cooperate to make the College safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff must be involved in physical restraint or intervention, but it is important to know that they can, if they feel in a position to do so. Equally as important are the nonphysical aspects of positive handling.

## 13.0 RISK ASSESSMENT

Where a student is known to have behavioural issues or has a history of aggressive or violent behaviour, an assessment of risk should be made. This will be in the form of the assessment on the students ALS Learning Support plan and recorded on Promonitor.

Informal risk assessments should be a routine for staff working with students who may exhibit difficult or extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the students concerned. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt, including themselves. In this the correct decision is to hold back from the physical controls.

## 14.0 GETTING HELP

The College has the following support structures are in place:

- ALS Learning Support plans are recorded on Promonitor to ensure all relevant information about each student is available to all members of staff working with them.
- A risk indicator is included on Promonitor for each student which then refers to additional notes regarding the risk presented.
- Debrief sessions after an incident reflecting on how it was managed by all involved and identifying any points for review or learning.
- Staff are encouraged to share experiences, concerns and access support from each other. It should be noted that whilst informal discussions can be helpful, staff should maintain respect for the

student's right to confidentiality and it may be more appropriate for these discussions to be held more formally with the Head of Department etc.

## 15.0 ALS LEARNING SUPPORT PLANS

Risk management is regarded as an integral part of behaviour management planning. All students who have been identified as presenting a risk should have an ALS Learning Support plan. A risk indicator is also recorded on Promonitor. The plan will detail any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended where known. If staff have experience that a particular technique has been found to be effective it should be recorded on the plan, likewise alerts to any which have proved ineffective or which caused problems in the past should also be shared.

## 16.0 RESPONDING TO UNFORESEEN EMERGENCIES

Even the best planning systems cannot cover every eventuality and the College recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the student;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. In general, staff acting in good faith and their actions are reasonable and proportionate, will be supported.

## 17.0 THE POST INCIDENT SUPPORT STRUCTURE FOR STUDENTS AND STAFF

Following a serious incident, it is the policy of this College to offer support for all involved. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries. All injuries should be reported and recorded using the College's Accident and Incident Report form and sent to the Head of Estates, Health and Safety. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong.

Normally, the student's behaviour will be addressed in accordance with the College Student Disciplinary Procedures. This will include a review meeting to address the incident, look at the outcomes and discuss and agree a plan for future behavioural management. Where the actions of the student results in expulsion, the student should still be informed of the behavioural management issues which could assist them in managing their own behaviour in future.

## 18.0 COMPLAINTS

All complaints made as a result of an intervention shall be addressed in accordance with the College Complaints Procedure. It is not uncommon for students to make allegations of inappropriate or excessive use of force following an incident. Students should be reminded of the procedure and encouraged to use the appropriate channels. The complaints procedure applies equally to staff. Any staff concerns regarding the welfare of students should be reported in accordance with the College Safeguarding Procedures.

## 19.0 TRAINING

Designated staff have received Positive Handling Training delivered by a provider accredited by the Institute of Conflict Management in accordance with DfES and Department of Health guidance.

The level of training recommended is related to the level of risk faced by the member of staff. However, all staff are given training in the College Positive Handling Procedures delivered by their Head of Department.

## 20.0 RECORDING

Whenever force is used the incident must be recorded on Promonitor and the College Accident and Incident Report Form. All staff involved in an incident should contribute to the record and where necessary provide a statement of the events which should be completed within 24 hours. All incidents must be reviewed by the Head of Department and reported to the appropriate member of the College Executive team.

## 21.0 MONITORING AND EVALUATION

The Head of Department and or College Executive will ensure that each incident is reviewed and instigate further action as required. Data on incidents are included in the College Accident, Incident and Dangerous Occurrence analysis report which is issued to the College Executive and the Governing Body as an additional tool for monitoring.

## 22.0 FOLLOW UP

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the individuals ALS Learning Support Plan or the Positive Handling procedures. Any further action in relation to a member of staff, or an individual student, will follow the appropriate procedures.

## 23.0 OTHER RELEVANT POLICES

This policy should be read in conjunction with:

- Student Code of Conduct
- Staff/Student Disciplinary Policy
- Safeguarding Policy
- Health & Safety Policy

## APPENDIX A – HELPING A COLLEAGUE

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

The words “**help**” and “**more**” should act like flash cards for staff. It has to be established within the culture of the setting, that help and support framework is something we all do for each other, staff and young people.

1. **“Mr Smith, I am available to help”** The member of staff makes a clear statement announcing they are there to help.
2. **“Thank you Ms. Jones, you can help by..”** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.
3. **“Mr. Smith, I am available for more help.”** The word ‘more’ should provide a pause point for the member of staff currently dealing with the student (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
4. **“What do you suggest Ms Jones?”** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
5. **“How about if I sit with John.....and I’ll catch up with you later.”** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes.

Behaviour is a language. Our function is to provide help for students and for each other. This help script is aimed at lowering/defusing the student's anger or anxiety.

1. **"John."** Use the student's name, it will help make a connection and engage their attention.
2. **"John. I can see you are upset."** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as; anger or annoyed, as this may escalate the situation.
3. **"I am here to help."** This is a statement of your intention, simply, you are there to help. It's worth remembering that a conscious effort must be made to ensure your verbal and body language give the same message.
4. **"Talk and I will listen."** This statement begins to provide the student with some direction and demonstrates a level of care and support.
5. **"John. Come with me, let's go to the..."** Continue to provide the student with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

If the student is pacing, staff should avoid walking back and forth, shadowing them. This can feel extremely intimidating. A calm stance and body language is essential, as is awareness of staff's proximity to the student's personal/dangerous space. Remember to speak clearly & confidently and remain calm.



# Stop and Search Procedures

Version Number	Purpose / Change	Author	Date	Authorised by
HSP 011 – 1.0	Original Document	Ian Softley	01/02/2019	Louise Brown

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### 1.0 INTRODUCTION

Wigan and Leigh College is committed to providing a safe and secure environment and protect the health and wellbeing of students, staff and visitors.

The Education Act 2011 gives the Principal and authorised staff the statutory power to search students for any prohibited items where there is reasonable grounds for suspicion that a student is in possession of such an item.

The College operates a zero tolerance approach to the possession of prohibited items.

This Policy is compiled in Compliance with the following legislative framework:

- Education Act 2011
- Department for Business, Innovation and Skills 'Screening, Searching and Confiscation', 2011
- Department for Education 'Screening, Searching and Confiscation', 2014

### 2.0 SCOPE

This policy and procedures apply to full-time, part-time, school link and work-based learning students of Wigan and Leigh College. Whilst this policy extends to groups attending from other organisations (Such as school sampling days etc.) any stop and search procedures will be undertaken in cooperation with the relevant person responsible from the visiting organisation.

### 3.0 PURPOSE

The purpose of this policy is to:

- Promote a safe and healthy learning environment.
- Explain the College's powers for searching students.
- Ensure a College presents a consistent approach to searching students.
- Outline where, when and by whom a student may be searched.

## 4.0 DEFINITIONS

For the purposes of this policy, the following definitions will be used:

<p><b>Prohibited Items</b></p>	<ul style="list-style-type: none"> <li>• Drugs</li> <li>• Drug paraphernalia</li> <li>• Knives* or weapons</li> <li>• Stolen items</li> <li>• Alcohol</li> <li>• Fireworks</li> </ul> <ul style="list-style-type: none"> <li>• Pornographic materials/images including electronic equipment used for storage and or distribution of such material.</li> </ul>
<p><b>Offensive weapon</b></p>	<ul style="list-style-type: none"> <li>• Firearms, of any kind</li> <li>• Knives or other sharp items</li> <li>• Anything made, adapted or intended for use as a weapon.</li> </ul>
<p><b>Drugs</b></p>	<ul style="list-style-type: none"> <li>• Illegal Class A, B and C drugs,</li> <li>• ‘Legal highs’</li> <li>• Solvents (including aerosols, glue, cleaning and lighter fluid).</li> </ul>
<p><b>Drug paraphernalia</b></p>	<ul style="list-style-type: none"> <li>• Self-seal and button bags, grinders, bongs, stash jars / containers, needles, foils or similar items that could be linked to the use of drugs (possession or supply)</li> </ul>

\* It is acknowledged that some students such as Catering, Construction, Arts etc. are required to use knives and other sharps during practical sessions. These items must not be taken outside of the supervised, learning environment. Any personal use equipment (i.e. Catering / Hairdressing etc.) must be securely stored or stowed (Carry cases, sheathes etc.) and carriage kept to an absolute minimum.

## 5.0 RECORD KEEPING, COMPLAINTS AND APPEALS

A record will be made on ProMonitor of all searches under this Stop and Search procedure and the Assistant Principal, Head of Department and the Head of Estates, Health and Safety informed.

Failure to submit to a stop and search shall be dealt with through the Student Disciplinary process. Appeals against any disciplinary action taken for prohibited items found through Stop and Search fall in line with the Appeals procedure in the Student Disciplinary Policy.

Complaints against searching will be dealt with through the College complaints procedure.

## 6.0 MANAGEMENT RESPONSIBILITY

- 6.1 The Principal has overall responsibility for this policy within Wigan and Leigh College. Day to day management responsibility for this policy at each College Site has been devolved to the Assistant Principals and the College Management Team.

## 7.0 AUTHORISED STAFF

- 7.1 The College has a trained and authorised Stop and Search Team:

Louise Brown – Vice Principal  
Claire Foreman – Vice Principal  
Kendra Chant – Assistant Principal  
Maxine Mealey – Assistant Principal  
Sam Stevens – Assistant Principal  
All Heads of Study  
All Heads of Department

- 7.2 The Principal may, at their discretion, authorise additional staff to undertake Stop and Search procedures, providing they are satisfied that the person has sufficient authority, instruction and training to do so.

## 8.0 AUTHORISATIONS

- 8.1 The Stop and Search team can search for **any item** if the student agrees.
- 8.2 Requests for searches to be carried out by the Stop and Search team must be reasonable, necessary and justified.
- 8.3 The Stop and Search team can seize any prohibited item found as a result of a search.
- 8.4 Searches should only be carried out by a member of the Stop and Search team.
- 8.5 For off-site and educational visits, trips or events, the Staff Member Responsible can invite the student to empty their pockets or allow staff to look inside their bags etc. but those staff must not undertake a full search. Two members of staff, with at least one of the same sex as the student, must be present during the inspection. (See Sections 10.0 and 11.0 for further guidance.)

## 9.0 COLLEGE SITES

### 9.1 STOP AND SEARCH WITH CONSENT SEARCHES PROCEDURE

- Colleges are not required to have formal written consent from the student for this sort of search – it is enough for a member of the Stop and Search team to ask a student to turn out his/her pockets or ask if the staff member can look in the students bag or locker, and for the student to agree.
- Where available, CCTV can be checked in order to make a decision whether to conduct a search for an item.
- The member of the Stop and Search team must be the same sex as the student being searched. There must be a witness present (staff member).
- Where possible, the search should take place in view of CCTV cameras.
- Possessions which can be searched including clothing and goods over which the student has or appears to have control e.g. lockers and bags.
- If prohibited items are found, the item must be confiscated and student disciplinary procedure must be followed.
- A record of the incident should be made using on ProMonitor for the attention of the Head of Department and the relevant Assistant Principal. If prohibited items are not found, a record should still be made.
- The student will be invited to a Disciplinary Hearing in line with the Student Disciplinary Policy.
- The outcome of the Hearing will determine the disciplinary procedure, but may lead to expulsion.

### 9.2 STOP AND SEARCH WITHOUT CONSENT PROCEDURE

- Where a student refuses to consent to a search, if it is illegal for the student to have a suspected prohibited item in their possession, the police will be contacted. There is an age limit for some prohibited items. It is illegal for students of all ages to possess knives or weapons, Class A, B or C drugs and stolen items. It is not illegal for students aged 18 or over to possess alcohol, fireworks and pornography. It is not illegal for students of any age to possess drug paraphernalia. However, College policy prohibits the possession of those items, whether illegal or not, on College premises or on events or activities organised or controlled by the College.
- If the police attend and prohibited items are found, the student disciplinary procedure must be followed. The police will be expected to remove the prohibited items otherwise the confiscation procedure will be followed (See section 13.0).
- If the police do not attend, the student disciplinary procedure must be followed.

- A record of the incident should be made using on ProMonitor for the attention of the Head of Department and the relevant Assistant Principal. If prohibited items are not found, a record should still be made.
- The student will be invited to a Disciplinary Hearing in line with the Student Disciplinary Policy.
- The outcome of the Hearing will determine the disciplinary procedure, but may lead to expulsion.

## 10.0 EXTERNAL / COMMUNITY VENUES

10.1 Staff at Wigan and Leigh College, other College venues and external community venues should consider the safety of themselves and other learners when addressing issues regarding prohibited items. It is not always possible or practical to have a member of the College Stop and Search team present and as such, the Staff member responsible for the supervision of students should raise any concern regarding a prohibited item with the student, as they arise.

If there is cause to believe a student has a prohibited item and learning is disrupted, the member of staff should assess the situation and the best option to take.

- The member of staff responsible can ask a student to turn out their pockets or ask if the staff member can look in the students bag or possessions
- A minimum of two staff members must be present including one of the same sex as the student.
- If the student does not consent to a search, the Trip or Event Leader may take the decision to contact the police, taking into account the suspected prohibited item and legality of possession.
- If prohibited items are found, these should be confiscated and the confiscation procedure followed as soon as is practicable (See section 13.0). Where the transport of the confiscated item may present a legal issue (Drugs, weapons etc.) the Staff member responsible should contact the Assistant Principal for further advice or the Police to arrange collection or disposal of the items.
- If it is felt that a request to inspect the student's belongings and etc. may be disruptive to the group as a whole, the member of staff may ask the student to leave the learning environment. Where appropriate, a follow up discussion will be carried out by the teacher/staff member responsible so that the student is aware of the consequences of their actions. If the student refuses to leave, the teacher/staff member responsible may take the decision to contact the police. The Student Disciplinary Policy will apply.
- All details must be recorded on ProMonitor and the responsible Assistant Principal informed.

## 11.0 EDUCATIONAL VISITS OR EXTERNAL EVENTS ETC.

11.1 Students must not have in their possession any prohibited item on an Educational Visit, College organised trip or during an external events.

- If there are reasonable grounds to suspect that a student may have a prohibited item in their possession, the Trip or Event Leader can ask a student to turn out their pockets or ask if the staff member can look in the student's bag or possessions.
- A minimum of two staff members must be present including one of the same sex as the student.
- If the student does not consent to a search, the Trip or Event Leader may take the decision to contact the police, taking into account the suspected prohibited item and legality of possession.
- If prohibited items are found, these should be confiscated and the confiscation procedure followed as soon as is practicable. Where the transport of the confiscated item may present a legal issue (Drugs, weapons etc.) the Staff member responsible should contact the Assistant Principal for further advice or the Police to arrange collection or disposal of the items.
- As soon as possible, the disciplinary procedure will be followed and a record made on ProMonitor.

## 12.0 APPRENTICES, WORK BASED LEARNING AND WORK PLACEMENTS

12.1 Students must not have in their possession any prohibited item whilst on any work placement, regardless of whether it is a paid or unpaid.

- If the employer has reasonable grounds to suspect that a student has a prohibited item in their possession, they may ask the student to leave the premises or contact the police, taking into account the suspected prohibited item and legality of possession.
- If the employer has a stop and search policy (or similar), this must be covered in the placement induction and/or included in the contract of employment.
- Any concerns during placement by the employer should be referred back to the relevant assessor (work based learning students) or personal tutor (work placement). Depending on the concerns, the Student Disciplinary Policy may apply.

12.2 Irrespective of the above, when any student (Whether Apprentice, Work Based or other), attends College, the same rules apply as for Full Time Learners.

## 13.0 CONFISCATION OF PROHIBITED ITEMS

13.1 An authorised person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence relating to an offence.

- Alcohol, fireworks, pornography or tobacco seized during a search of an under 18 student will be disposed of.
- If 'legal highs' or solvents are found, these can be confiscated and disposed of.
- Illegal drugs, weapons or items which are evidence of an offence will be stored in the Assistant Principals Office or other designated secure location in a lockable cabinet and handed over to the police as soon as possible.
- Stolen items will be stored in the Assistant Principals Office or other designated secure location in a lockable cabinet and handed over to the police as soon as possible. Discretion will be used as to whether the police should be involved for items of low value. Stolen items may be returned to the owner if the staff involved in the incident believe there is a good reason to do so.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be an illegal drug, it should be treated as such.

## 14.0 14-16 SCHOOL LINK PUPILS

14.1 Any incidences or concerns involving school link pupils will be dealt with in the same way as College students. Where possible, a member of the school staff will be a witness to the search. The teaching staff member responsible for them in College will inform the link staff member in the relevant partner high school of the search and outcome.

14.2 Disciplinary action will be taken in liaison with school protocol wherever possible.

## 15.0 CONTACT WITH PARENTS

15.1 The College is not required to inform parents of students aged under the age of 18 before a search takes place or to seek their consent to search. Parents of students under the age of 18 will be informed, in line with the Student Disciplinary Policy, if prohibited items are found.

16.1 Staff must assess all factors before commencing a search and take all necessary precautions.

- The search should be undertaken remotely from other students where possible. Be mindful of the right for privacy particularly when removing items from bags etc. which may be of a personal nature. Searches should always be undertaken by at least 2 members of staff, one of which should be of the same gender as the person being searched.
- Other staff may be posted in the vicinity of the search to offer assistance should the student become violent etc.
- Consideration should be given to the location of the search. If possible, position yourselves in sight of CCTV. When undertaking the search in a room, staff should be mindful of their own position to allow an exit or make a suitable escape should the student become violent.
- Staff should wear latex gloves if there is a risk of hygiene issues or contamination. Where there is a possible risk from unseen sharps etc. when searching bags or pockets etc. then puncture resistant gloves should also be worn.
- The search procedure should be fully explained prior to commencing the search and the student reassured.
- Staff should remain calm but assertive throughout the search process.
- All efforts should be taken to de-escalate any tension or aggression presented. If need be, the search should be halted until the student is sufficiently calm to recommence.
- Staff should avoid the use of restraint methods, however, should the student become violent and present a risk to the search team, others or themselves, the search team are within their rights to use reasonable force to restrain the student.
- If the student does not consent or has concerns regarding the search they may present challenging behaviour. If the student becomes upset or emotional, staff should be respectful of their feelings, slow down or suspend the search until the student is reassured and the search can recommence. If there is a risk of aggression or violence, staff must be mindful of the risk to their safety and may suspend the search and contact the Police who will then take control of the process.

## Appendix 8

### EHA (Early Help Assessment)

All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment

This includes identifying emerging problems, liaising with the designated safeguarding officer, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment

If early help is appropriate the designated safeguarding officer should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate (5)

Early Help will only be completed with the child's and/or parents' permission. The Early Help team can be contacted at the safeguarding hub on 01942 486262 to establish whether Early Help or CAF does not already exist.

Early Help forms can be accessed via Wigan Council's website [www.wigan.gov.uk](http://www.wigan.gov.uk) The forms will have to be completed as on-line documents.

If at any time during the course of completing Early Help, staff are concerned a child has been harmed or abused or is at risk of being harmed or abused they must follow WSCB's procedures.

The 0-19 Startwell Team:

- Offer a targeted early intervention service to children, young people and families
- Work with families to reduce risk of statutory service involvement
- Undertake screening and assessment to identify, respond to and reduce risk factors.
- Provide systematic approach to offering interventions to children, young people and their families.
- Provide direct support on an individual or group basis to prevent escalation of need and improve outcomes.
- Provide support to manage risk.
- Practical help to deal with problems.

## Appendix 9

### Gillick and Fraser guidelines

Gillick competency and Fraser guidelines refer to a legal case which looked specifically at whether doctors should be able to give contraceptive advice or treatment to under 16 year olds without parental consent. Since then, they have been more widely used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions.

Young people under 16 have a right to confidential medical advice and treatment if the provider assesses that the young person:

- Understands the advice and has the maturity to understand what is involved
- Their physical/mental health will suffer if they do not have treatment
- It is in their best interest to give such advice and treatment without parental consent
- Will continue to put themselves at risk of harm if they do not have advice and treatment
- Cannot be persuaded by the doctor or health professional to inform parental responsibility holders, nor allow the doctor to inform them.

The following should be used as guidance for practitioners in determining and recording their decision as to whether a young person is able to engage with services without the involvement and support from their parent(s) / carer(s).

Consider:

1. Has the young person explicitly requested that you do not tell their parents/carers about their involvement with services?
2. Have you done everything you can to support the young person to involve their parents/carers?
3. Have you documented clearly why the young person does not want you to inform their parents/carers?
4. Can the young person understand the advice and information they have been given and have sufficient maturity to understand what is involved in their service provision and what the implications may be? Can they comprehend and retain information relating to the care they are being offered? Can the young person communicate their reasons for any decisions made, are these decisions rational?
5. Are you confident that the young person is making the decision for them and not being coerced or influenced by another person?
6. Are you confident that you are safeguarding and promoting the welfare of the young person?
7. Without the service being provided would the young person's physical or emotional health be likely to suffer?
8. Would the young persons' best interests require that support be provided without parental consent?

You should be able to answer YES to these questions to enable you to determine that you believe the young person is competent to make their own decisions about consenting to engage with services; limits to confidentiality; and receiving services without their parent's consent. You should record the details of your decision making.

## APPENDIX 10

### Preventing Radicalisation and Violent Extremism

**Prevent** is part of the government's counter-terrorism strategy. The Prevent strategy tries to link together education, criminal justice, faiths, charities, the internet and health to prevent terrorism. It aims to prevent people becoming terrorists or supporting terrorism by:

- Challenging terrorist ideas
- Giving practical help to people who could be drawn into terrorism.

Prevent is concerned with all kinds of extremism, such as extreme right wing beliefs as well as faith-based terrorism.

### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who have been identified as being vulnerable to being drawn into terrorism. It provides a mechanism for colleges to make referrals if they are concerned about an individual being vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Channel is run by the police and local authority and the support is multi-agency: through education, sport, housing, employment services, or faith mentoring, for example.

If you feel someone may be vulnerable for some of the reasons below then contact the safeguarding team immediately.

Indicators of vulnerability include:

- Identity crisis – distance from heritage and uncomfortable with place in society;
- Personal crisis – family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – feeling injustice; feeling of failure; rejecting civic life;
- Criminality – experiences of imprisonment.

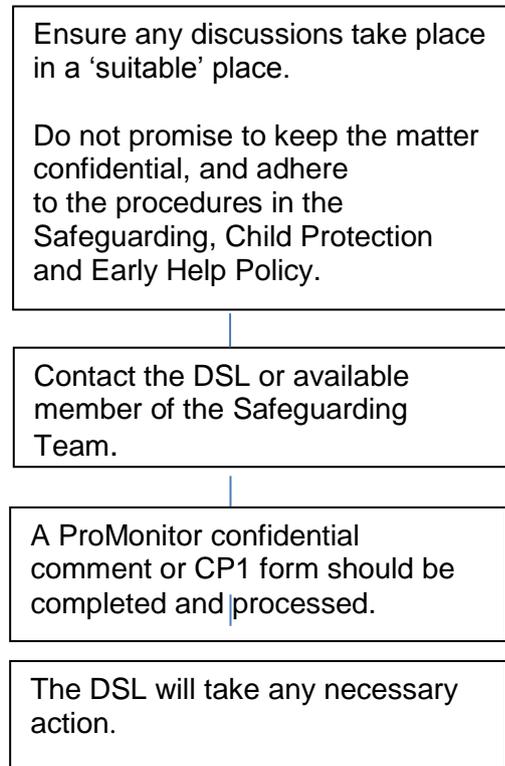
More critical risk factors could include:

- Contact with extremist recruiters;
- Supporting violent extremist causes or leaders;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve social issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour (e.g. fascist tattoos).

# SAFEGUARDING FLOWCHART

What to do if you have concerns/suspicions of abuse

## DISCLOSURE/SUSPICION OF ABUSE



## CONCERN FOR SAFETY OR WELFARE

