



Safeguarding Policy

Reviewed 14-10-2023.

To be reviewed annually

Campbell Harris College places the highest importance on safeguarding, and the safety and wellbeing of students is paramount in all College activities. Our commitment to safeguarding applies to all staff, students, subcontract partners and other College users. This policy sets out our commitment to safeguard and promote the wellbeing of young people and vulnerable adults across all the provision.

There are three main elements to our Safeguarding Policy:

Prevention: creating a positive environment, raising awareness of safeguarding priorities within teaching activities and pastoral support to young people and vulnerable adults and maintaining an attitude of 'it could happen here'.

Protection: ensuring policies and procedures are in place to minimise the risks to young people and vulnerable adults, including well-trained staff who are supported to respond appropriately and sensitively to safeguarding concerns.

Support: to students and vulnerable adults and staff who may have been abused or radicalised.

Safeguarding and promoting the welfare of our students is everyone's responsibility.

Everyone who comes into contact with students and their families has a role to play: they should consider at all times what is in the best interests of the students.

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

The College's Designated Safeguarding Lead

Jane Choonara is the designated Safeguarding lead at Campbell Harris College: she has a key duty to take the lead responsibility for raising awareness within the College of issues relating to the welfare of young people and vulnerable adults, and the promotion of a safe environment for those individuals who are enrolled at College.

The Designated Safeguarding Lead will be expected to:

- Oversee the referral of cases of suspected abuse or allegations to Social Care Services.
- Raise awareness of current Prevent themes and support with the strategic planning for embedding Prevent across curriculum and within the College.
- Provide advice and support to staff in relation to safeguarding and child protection issues.
- Maintain a record of any child protection referral, complaint or concern (even where the concern does not lead to a referral).
- Ensure child protection files are transferred with the student within five days of the start of a new term or within five days if the students change school/college in year.
- Ensure that parents / carers of children, young people and vulnerable adults within the College are aware of the Safeguarding Policy.
- Ensure that staff receive appropriate training in safeguarding, child protection and Prevent issues and are aware of this Policy.
- Ensure staff are aware of the need for a student to be accompanied by an appropriate adult if being interviewed or arrested by the police during college hours.

All College staff will be expected to:

- Establish and maintain an ethos where **ALL** students are encouraged to talk and be listened to.
- Be able to reassure students that they are being taken seriously and that they will be supported and kept safe.
- Ensure all staff, whether permanent, temporary or volunteers, are updated on safeguarding procedures annually.
- adhere to the reporting procedure for a safeguarding concern, seeking support where necessary.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues. Students are at risk of abuse online as well as face to face. Students can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messaging, non-consensual sharing of indecent images and sharing of abusive images and pornography to those who do not want to receive it.
- Recognise that the risk of harm can be compounded for students who are LGBTQIA+ or who lack a trusted adult with whom they can be open. It is therefore vital staff endeavour to reduce the additional barriers and provide a safe space for them to speak out or share their concerns.

Definitions of Abuse: Abuse of children can be categorised into five areas (as defined by the Children’s Act 1989):

“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.

“Physical abuse” includes 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.

“Emotional abuse” is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate and it may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying).

“Sexual abuse” involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

“Child on child sexual abuse”

The sexual abuse of children by other children is a specific safeguarding issue (previously referred to as peer-on-peer abuse) in education and **all** staff should be made aware of it and understand the importance of challenging this behaviour.

Additional forms of abuse

In addition, Keeping Children Safe in Education identifies that there are wider safeguarding issues that should be considered and acted upon. The statutory guidance lists specific issues and provides further links to information on all these areas. The specific areas are:

- Child sexual exploitation
- Child criminal exploitation
- Domestic abuse (experience of this can impact the ability to learn)
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Gangs and youth violence
- Mental health (this includes mental health as an indicator of abuse and mental health issues that are safeguarding concerns)
- Radicalisation
- Teenage relationship abuse
- Bullying, including Cyberbullying.
- Online abuse
- Drugs
- Faith abuse
- Forced marriage (the legal age of marriage has been raised to 18 years which makes it a crime to cause a person to marry before their eighteenth birthday)
- Gender-based violence / violence against women and girls
- Honour-based abuse
- Private fostering

- Trafficking

This Safeguarding policy, in conjunction with other relevant College Policies, will ensure that Campbell Harris College:

- Complies with all legal and statutory duties in relation to safeguarding and wellbeing of young people and vulnerable adults.
- Takes a preventative approach to protecting young people and vulnerable adults from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism).
- Takes all appropriate actions to address concerns about the welfare of young people and vulnerable adults.
- Has particular regard to young people and vulnerable adults who are disabled or have special educational needs.
- Work to agreed local policies and procedures in full partnership with other local agencies alongside the local authority designated officer and ensure that concerns and disclosures made regarding a young person or vulnerable adult at risk of significant harm are referred in a timely manner to the appropriate organisations (social services, police, and other agencies).
- Have specific and robust processes in place to respond to allegations against a member of staff.

Staff Training

As part of the safeguarding policy, the Designated Safeguarding Officer will ensure that all staff undertake mandatory training to familiarise themselves with safeguarding, child protection issues, and responsibilities, Prevent and the College's policies and procedures, with refresher training annually.

Formal recording of incidents and concerns

Where a formal referral to a Designated Safeguarding Officer has taken place, the Designated Safeguarding Officer will ask the referring member of staff to provide a written record within 24 hours of the original concern being raised.

What should be recorded?

- Patterns of attendance.
- Changes in mental or emotional wellbeing.
- Use of inappropriate language.
- Changes in classroom functioning.
- Relationships (with peers and adults).
- Statements, comments, stories, drawings.
- General demeanour and appearance.
- Parental interest and comments.
- Home / family changes.
- Injuries / marks, past and present.

N.B. The College will comply with the requirements of the Data Protection Act 2018, and the UK General Data Protection Regulation which allows for the disclosure of personal data where necessary to protect the vital interests of the vulnerable adult.

This policy has been developed in accordance with and under the guidance of the:

- *Children's Act 1989 and 2004. • Education Act 2002 and 2011.*
- *Keeping Children Safe in Education (Sep 2023).*
- *Working Together to Safeguard Children (Updated 2020).*
- *Safeguarding Children and Vulnerable Groups Act (2006).*
- *Safeguarding Children and Safer Recruitment in Education (2007).*
- *Counter Terrorism and Border Security Act 2019*