

CC CLEVELAND COLLEGE OF
AD **ART & DESIGN**

Title	Safeguarding Policy		
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Policy Statement

Cleveland College of Art and Design recognises that it has a statutory and moral duty to promote and safeguard the welfare of its students who are under the age of 18 and of its vulnerable adults.

The College is therefore committed to helping to protect students from situations in which they are at risk of abuse, or feel compromised in any way but also by providing them with a safe and supportive environment that enables them to thrive and achieve their potential.

The College will do this by:

- establishing a safe learning environment in which all learners can learn and develop
- creating a culture of vigilance and intervention
- practicing safe staff recruitment procedures built around DBS (Disclosure and Barring Service) checks and guidelines produced by the Independent Safeguarding Authority (ISA)
- conducting DBS checks on all staff, prior to commencing employment
- helping to equip learners with information and awareness to keep themselves safe
- maintaining clear procedures to identify and report suspected cases of abuse
- ensuring all staff are made aware of these procedures and trained in their use
- providing appropriate support to learners who have been abused

1 Context and General Principles

1.1 The College has a statutory duty under the Children Act 1989 and Section 175 of the Education Act 2002 to safeguard and promote the welfare of its learners. In fulfilling this duty regard has been taken of the following related documents:

- Keeping Children Safe in Education DfE 2016
- Working Together to Safeguard Children 2013
- Safeguarding Vulnerable Groups Act 2006
- Vetting and Barring Scheme Guidance 2010
- Independent Safeguarding Authority (ISA) Regulations
- Independent Safeguarding Guidelines 2010
- Safeguarding Children and Safer Recruitment in Education DCSF 2010
- Every Child Matters

1.2 Under the legislation a child is classed as a person under the age of 18.

1.3 The College has included vulnerable adults in the scope of this policy. In this context a vulnerable adult is defined as a student over the age of 18 who, requires additional support for reasons such as disability or illness and is or may be unable to protect themselves against significant harm or exploitation.

1.4 All staff have been made aware that it is a criminal offence under the Sexual Offences Act 2003 for a person over the age of 18 in a position of trust to enter into a sexual relationship with any learners under 18 years old, even if the relationship is consensual.

1.5 The College is clear that it is not the responsibility of any member of staff to investigate any suspected or alleged cases of abuse; all cases must be referred to the Operational Safeguarding Lead (OSL) or other identified person with responsibility such as a Safeguarding Officer (SO).

1.6 All issues regarding safeguarding will be dealt with by appropriately trained members of staff who are specifically appointed to deal with such issues. Any issue relating to the Principal will be referred to the Chair of the Safeguarding Committee or the Safeguarding Governor.

1.7 The College recognises the mandatory duty to inform the police of any reports of Female Genital Mutilation in students under the age of 18, directly reported by the victim. Any disclosures or suspicions of such cases will be immediately reported to the Operational Safeguarding Lead or their designate who will report the issue to the local police.

1.8 The College also recognises the mandatory requirement to inform the Local Authority of any children being looked after under 'Private Fostering'

arrangements.

- 1.9 The College's commitment around safeguarding students against possible radicalisation is covered in the College's separate Prevent Policy and Procedure.
- 1.10 Any issues of peer on peer abuse will be dealt with immediately, sensitively and consistently and support offered to both parties.
- 1.11 Throughout any safeguarding intervention a student's welfare is paramount. Any action taken will always be in the best interest of the student and will take into account the student's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- 1.12 The College recognises that while students with disabilities and special educational needs (SEND) have exactly the same rights to be safe from abuse and protected from harm they do require additional support and attention due to their increased vulnerability as a result of potential additional needs relating to physical, sensory, cognitive and/ or communication impairments.
- 1.13 Children, parents and other carers will be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in family circumstances where this is necessary.
- 1.14 Individual family members will be involved wherever possible in decisions affecting them. They will be treated with respect and courtesy and a spirit of partnership adopted in safeguarding the student's welfare. It is recognized however that there may be some circumstances where it may not be appropriate to advise parents/carers about a referral straight away.
- 1.15 Student's rights to be consulted will be respected throughout the safeguarding process. Their concerns will be listened to and due consideration will be given to their wishes and feelings. However if a student is at risk of harm their wishes may not be able to be taken into consideration.
- 1.16 Personal information will only be shared with the student's permission however if there is a need to share information in order to protect a student from harm then it will be confined to those people involved in the professional network of that student on a strict 'need to know' basis.
- 1.17 All verbal conversations will be promptly recorded. Written records will be held securely within the Student Services Office and a central record kept in a secure location.
- 1.18 Students will be given an overview of safeguarding at induction. Regular extra-curricular workshops on safeguarding issues will be offered to students throughout the academic year and topics will also be embedded within the curriculum.

2 Definitions

2.1 Private Fostering

When a child under the age of 16 (or 18 if the child is disabled) is cared for by someone who is not their parent or 'close relative', under a private arrangement for 28 days or more. 'Close relatives' are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

2.2 Whistleblowing

The term whistleblowing refers to an employee raising a concern about an incident that happened in the past, is happening now, or it is believed will happen in the near future that will affect the general well-being of others. The concern must be a genuine concern about a crime, criminal offence, miscarriage of justice, dangers to health and safety and of the environment – and the cover up of any of these. Any whistleblowers are protected by law and should not be treated unfairly or lose their job because they have 'blown the whistle'.

2.3 This policy covers all aspects of abuse as defined below (signs and symptoms of abuse can be found in Appendix 2):

2.4 Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child.

2.5 Sexual Abuse

- Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve:
- Physical contact including penetrative or non-penetrative acts.
- Non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities.
- Encouraging children to behave in sexually inappropriate ways, including involvement in prostitution.

2.6 Emotional Abuse

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

It may involve:

- Conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person.
- Age or developmentally inappropriate expectations being imposed on children.
- Causing children frequently to feel frightened or in danger.
- The exploitation or corruption of children.

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

2.7 Neglect

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

It may involve:

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

2.8 Financial Abuse

This includes theft, fraud, exploitation, the misuse of possessions and pressure applied in relation to financial transactions.

2.9 Discriminatory Abuse

This is based on a person's disability and includes making hurtful comments and harassing them.

2.10 Child Sexual Exploitation

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. This is a new statutory definition introduced in 2017.

2.11 Female Genital Mutilation

Female genital mutilation (FGM), also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia. The practice is found in Africa, Asia and the Middle East, and within communities from countries in which FGM is common.

2.12 Honour Based Violence

'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family.

2.13 Domestic Violence

Incident of a pattern of incidents of controlling, coercive, or threatening behaviour, violence, or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality. This can include: psychological, physical, sexual, financial, emotional abuse; so called 'honour based violence'; Female Genital Mutilation; and forced marriage.

2.14 Peer on Peer Abuse

When a child or a young person causes harm to another. This can include physical abuse, sexually harmful behaviour, bullying (including cyber bullying), hazing, sexting and teenage relationship abuse. There is however, no clear

boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. It is more appropriate to deal with young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned;
- The perpetrator has repeatedly tried to harm one or more other children;
- There are concerns about the intention of the alleged perpetrator;
- There was an intention to cause severe harm to the victim, whether or not severe harm was actually caused.

3 Roles and Responsibilities for Safeguarding Learners

- 3.1 The College **Principal** has the responsibility of ensuring that the Safeguarding Policy and Procedures are adopted by the Governing Body and are fully implemented within the wider organisation. The College Principal will act as the **Serious Case Reviewer** (SCR) and will be involved in any specific Safeguarding issues that involve a serious incident that occurs on the College premises, involves a member of College staff, or may involve the media or representation of the College in court or a similar situation.
- 3.2 The **Safeguarding Governor** (SG) is a named member of the governing body that has responsibility for safeguarding issues and works alongside the Designated Safeguarding Lead to ensure that the college has procedures and policies which are consistent with national legislation, statutory and local guidance and that the governing body is informed annually on how the college and its staff have complied with the policy, including a report on training undertaken by staff.
- 3.3 The **Designated Safeguarding Lead** (DSL) is responsible for ensuring the college's policies are known and used appropriately, reviewed annually and will work with the Safeguarding Governor regarding this. They will make sure that the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this. They will also link with the local Safeguarding Children's Board at a strategic level to ensure staff are aware of training opportunities and the latest local policies on safeguarding. They will contact the Local Authority Designated Officer (LADO) for child protection in cases which concern a staff member.
- 3.4 In the absence of the Designated Safeguarding Lead, the Vice Principal - Resources and / or the Operational Safeguarding Lead will act as Deputy.
- 3.5 The **Operational Safeguarding Lead** (OSL) is the Student Services Manager, who will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. They will be responsible for referring all cases of suspected abuse to the Local Authority Children's Social Care Department and the police (in cases where a crime may have been committed). The Operational

Safeguarding Lead will document and discuss any issues with the Designated Safeguarding Lead on a monthly basis. Minutes from this meeting are fed into the Safeguarding Committee meeting, with minutes shared with the Governor with responsibility for Safeguarding.

- 3.6 The **Designated Independent Safeguarding Officer (DISO)** acts as an independent reviewer in instances of a serious Safeguarding issue, or where there is disagreement within the College regarding any appropriate action.
- 3.7 The DISO will also act as a Safeguarding Officer if all other Safeguarding Officers are absent from College. They are trained to a suitable level and will ensure that all appropriate procedures are followed and referrals made.
- 3.8 The **HR Manager** is responsible for ensuring that Safer Recruitment Practices are implemented and adhered to within the recruitment process. They will also be responsible for informing the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child.
- 3.9 The **Heads of School** will take the lead on issues relating to the Prevent Agenda.
- 3.10 **Safeguarding Officers (SO)**. A number of the Extended Principalship Team (EPT) are designated to act as Safeguarding Officers (SO) within clearly defined areas of responsibility i.e. On-Line Safety, Pastoral Support and Health and Safety. They are the people responsible for ensuring that appropriate action is taken in cases of suspected abuse and will be the first point of contact for their teams or for specific issues that fall within their area of specialism.
- 3.11 The SO's meet with the SSL on a regular basis to share best practice, and discuss concerns. The SSL will require that Safeguarding Officers input into annual reports, policies and procedures which will form part of the discussions within the regular Safeguarding Committee meetings.
- 3.12 In the case of all the SOs being absent from college, the Designated Independent Safeguarding Officer (DISO) or another member of SMT with appropriate training can deputise to avoid delay in seeking support. Members of staff can contact the Police or Social Services in an emergency – contact numbers are provided within the Safeguarding Procedure.
- 3.13 The **Safeguarding Administrator** works alongside the DSL, DDSL, OSL and SOs to collate all Safeguarding records, track required activity and maintain logs of Safeguarding incidents, related activity and outcomes. The SA will also take responsibility for working with DSL and OSL to co-ordinate the production of the annual Safeguarding report and update all Safeguarding materials made available to the wider College through the VLE & website, Safeguarding reference materials and other published materials.
- 3.14 **All Staff** have the legal duty and responsibility to deal with any Safeguarding situations according to the College's policy. They also have a general responsibility to contribute to the provision of a safe learning environment in College and for College organised events. This includes partner organisations

who teach or assess CCAD students wherever they are located.

- 3.15 **Student Services** have a specific responsibility to provide appropriate awareness sessions and workshops to support students in their own health and safety and increase their awareness of safeguarding issues.
- 3.16 **Members of the College community** (staff and students) have a responsibility to inform a Safeguarding Officer or other identified member of the Safeguarding Team if they suspect that abuse is taking place.
- 3.17 Students identified through the Safeguarding process who are then identified as a Young Person in Need or a Vulnerable Adult will be monitored by the **YPIN and VA Teams** in their monthly meetings.
- 3.18 A full list of relevant staff and their contact details can be found within the Safeguarding Procedure and resource file and also via the staff area of Moodle. The staffing structure relating to Safeguarding can be found in Appendix 1.

4 Other Agencies

- 4.1 The College will work closely with other agencies to ensure that it meets its obligations. Central to this will be the Child Protection Service within the Borough in which the learner resides, Social Services, the Police and the appropriate Safeguarding Children Board(s).
- 4.2 The College will keep abreast of changes that take place and respond to any guidance from the Secretary of State. The Operational Safeguarding Lead will be the contact for Safeguarding and Child Protection liaison with other agencies.
- 4.3 Representatives from the College will attend regional operational and strategic network meetings, to maintain up to date knowledge of local and regional issues.

5 Training

- 5.1 Identified staff and Governors with responsibility for Safeguarding receive training in Safeguarding Learners and inter-agency working at Level 3, which is provided and accredited by external agencies, through Middlesbrough/Hartlepool and Stockton Safeguarding Children's Board. They also undertake refresher training on an annual basis to keep their knowledge current.
- 5.2 Safeguarding Officers with key responsibilities are recommended to participate in further specific multi-agency training on an annual basis to ensure their knowledge and skills are maintained. All sessions will be accessed via the Local SCB's annual training schedule.
- 5.3 All Staff and Governors are provided with online training to equip them to carry out their responsibilities for safeguarding learners effectively and refresher training will be provided at two yearly intervals. This training is compulsory. All staff will be required to read Keeping Children Safe in Education (Part A) as a

minimum.

5.4 Temporary staff and volunteers will be made aware of the college's arrangements for safeguarding learners and their personal responsibilities.

5.5 All staff will cover the College's Safeguarding policy and procedures as part of their induction.

6 Record Keeping

6.1 Confidential records will be kept for all safeguarding issues. Staff should report any instances of serious concern using the SLR1 Form. These will be collated and kept securely within the Student Service Office and then only be accessed with the Designated/Operational Safeguarding Leads' express permission. No records of situations of alleged or suspected abuse must be kept elsewhere in the College; this includes electronic communications which must be deleted.

7 Information for Learners

7.1 Information on this policy will be provided to learners through the VLE and directed towards in at Induction. The College's Student Services department also produces a Students' Guide to Safeguarding and Child Protection.

8 Residential Visits

8.1 To ensure that safeguarding learners considerations are given to residential visits, the Safeguarding Officer responsible for Health and Safety (SO-HS) will be involved in risk assessments that take place prior to all visits. This will enable the Safeguarding Officer to consider and advise on any potential safeguarding issues that may arise. This will be considered in conjunction with Student Services to ensure that all possible safeguarding issues are considered. It is the role of the leader in charge of the visit to liaise with the Safeguarding Officer with responsibility for Health and Safety.

9 Whistleblowing

9.1 Cleveland College of Art and Design wishes to promote high standards of honesty and integrity and a culture of openness in which all staff members act responsibly in order to uphold the reputation of the College and to maintain public confidence and feel able to raise issues of concern in a responsible way.

9.2 Cleveland College of Art and Design encourages staff members to raise genuine concerns about suspected wrongdoing at the earliest practicable stage.

9.3 Staff members are encouraged to raise genuine concerns through the College's Whistle Blowing Policy and Procedures without fear of adverse repercussions being taken against them.

10 Annual Review by the Governing Body

10.1 The Designated Safeguarding Lead will present an annual report on Safeguarding Learners activities to the Governing Body including recommendations of any alterations that need to be made. The Governing Body will use this as the basis for their annual review of the Policy and Procedures.

11 Contact Details

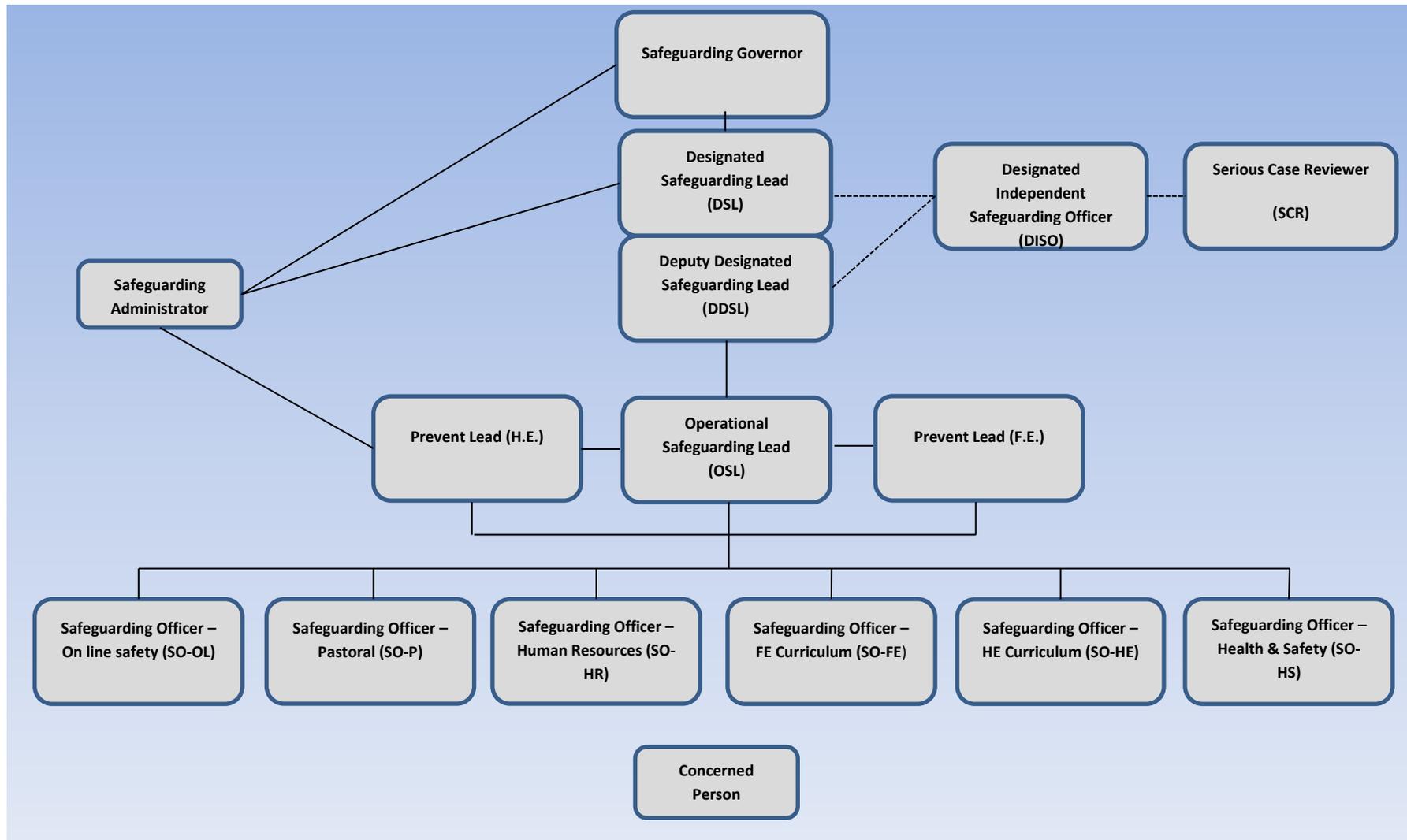
Designated Safeguarding Lead	John Waddington (Head of FE) Email: john.waddington@ccad.ac.uk Tel: 01642 856156 Mobile: 07860520131
Deputy Designated Safeguarding Lead	Stuart Slorach (Vice Principal) Email: stuart.slorach@ccad.ac.uk Tel: 01642 856114 Mobile: 07912514703
Operational & Deputy Safeguarding Lead	Teresa Latcham (Student Services Manager) Email: teresa.latcham@ccad.ac.uk Tel: 01642 856123 / 01429 858452 Mobile: 07595654689
Safeguarding Governor	Sarah Fawcett (contact via Jackie White – Clerk to the Governors – jackie.white@ccad.ac.uk)

12 Related Documents

This policy should be read in conjunction with:

- Keeping Children Safe in Education (Part A as a minimum)
- Safeguarding Procedure
- Student Charter / Code of Conduct
- Bullying and Harassment Policy and Procedure
- Whistleblowing Policy and Procedure
- Prevent Policy and Procedure
- On-Line Safety Policy and Procedure

Appendix 1 – Safeguarding Team Structure



Appendix 2 – Signs and Symptoms of Abuse

Physical Abuse

- Multiple bruising
- Fractures
- Burns
- Bed sores
- Fear
- Depression
- Unexplained weight loss

Sexual Abuse

- Loss of sleep
- Unexpected or unexplained change in behaviour
- Bruising
- Soreness around the genitals
- Torn, stained or bloody underwear
- A preoccupation with anything sexual
- Sexually transmitted diseases
- Pregnancy
- Rape – e.g. a male member of staff having sex with a Mental Health client (see Mental Health Act 1983)
- Indecent Assault

Emotional Abuse

- Fear
- Depression
- Confusion
- Loss of sleep
- Unexpected or unexplained change in behaviour
- Deprivation of liberty could be false imprisonment.

Neglect

- Malnutrition
- Untreated medical problems
- Bed sores
- Confusion
- Over-sedation
- Deprivation of meals may constitute “wilful neglect”

Child Sexual Exploitation

- going missing for periods of time or regularly returning home late
- skipping college or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and/or alcohol

- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- showing signs of unexplained physical harm, such as bruising and cigarette burns
- unexplained withdrawals from the bank
- unusual activity in the bank accounts
- unpaid bills
- unexplained shortage of money
- reluctance on the part of the person with responsibility for the funds to provide basic food and clothes etc.
- fraud
- theft

Female Genital Mutilation

- a family arranging a long break abroad during the summer holidays
- unexpected, repeated or prolonged absence from school
- academic work suffering
- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- asks for help, but may not be explicit about the problem due to embarrassment or fear