Policy	Safeguarding Children Policy and Procedure - SS39
Document owner	Safeguarding Manager
Date first implemented	September 2023
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Associated documents	Safeguarding is embedded throughout College policies; these are considered to be the most relevant: - Accommodation Allocation Policy - Anti-Bullying Policy - Attendance and Punctuality Policy - Behaviour Incident Reporting Policy - Care Quality Commission (CQC) Notifications Policy - Complaints and Concerns Policy - Data Protection (GDPR) Policy - Disciplinary Policy - Disclosure and Barring Service Policy - Duty of Candour Policy - Learning Review Policy - Missing Student Policy - Notification - Charity Commission - Reporting Serious Incidents Policy - Online Safety Policy - Positive Touch Policy - Prevent Policy - Professional Boundaries Policy - Safeguarding Adults Policy - Safer Recruitment Policy - Sharing Information Policy - Social, Emotional and Mental Health Policy - Whistleblowing Policy (Public Interest Disclosure)
Reference documents	This policy and associated procedures have been developed in accordance with the following statutory frameworks and local safeguarding guidance: - The Children Act (1989, 2004) - Working Together to Safeguard Children (Department for Education, 2023) - Keeping Children Safe in Education (KCSiE; Department for Education, 2024) - The Education Act (2002) - The Children and Social Work Act (2017) - The Domestic Abuse Act (2021) - The Equality Act (2010) - The Human Rights Act (1998)

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	- The General Data Protection Regulation (GDPR) and Data Protection Act (2018) - The Female Genital Mutilation Act (2003) - The Serious Crime Act (2015) - Marriage and Civil Partnership (Minimal Age) Act (2022) - Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, 2018) - What to do if you're worried a child is being abused: advice for practitioners (HM Government, 2015) - Shropshire Safeguarding Community Partnership (SSCP) - Telford and Wrekin Safeguarding Partnership (TWSP)
Initial reviewing body	Safeguarding & Prevent Committee
Final approval body	Board of Governors
Published on website	Yes

Purpose	This policy has been introduced to follow the principles of the Children Act (1989, 2004) and associated statutory guidance. The purpose of this policy is to: • Protect children and young people who attend Derwen College from harm. • Provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection and safeguarding.
Scope	This policy applies to anyone working on behalf of Derwen College, including the board of governors, paid staff, volunteers, sessional workers, agency staff and further education students. For the purposes of this policy, child' or 'children' refers to a person or persons under the age of 18 (as defined in the Children Act, 1989). This policy should be implemented for students, day or residential, who are under the age of 18. Where the term 'students' is used, it refers to those under the age of 18. It also applies to children and young people under the age of 18, who come into contact with our services. This includes children who may visit our commercial outlets, open days or college events. This policy should not be read in isolation, but in conjunction with the **Safeguarding Adults Policy and Procedure**.
Equality & Diversity	*"Derwen College is committed to promoting equality, good relations and to challenging discrimination. This is reflected in all College policies, procedures, processes and practices."* *Derwen College Equal Opportunities Policy*

	Derwen College's ethos is to embrace diversity, to offer equality of opportunity, and to treat every individual fairly and with respect. Equality, diversity and inclusivity are embedded throughout the organisation. This policy should be applied in accordance with this ethos. If you would like a copy of this document in a different format, such as large print, please contact the Human Resources Department who will provide help with alternative formats.
Definition(s)	**Children** includes everyone under the age of 18. At Derwen College, this could include day and residential students, guests, their family members and visitors of commercial outlets or college events. **Child protection** refers to activities undertaken to protect children who are suspected to be suffering, or are likely to suffer, significant harm. **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. **Neglect** is a form of abuse and 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. **Exploitation** is a form of abuse and occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into any activity. This may involve an exchange for something the victim needs, or wants.
<u>**Index of Policy**</u>	1. Important Contacts 2. Policy Statement 3. Roles and Responsibilities 4. A child-centred approach to Safeguarding 5. Recognising and responding to abuse 6. Information Sharing 7. Training 8. Safer Recruitment Appendix 1: Key Safeguarding Contacts Appendix 2: Types and Indicators of Abuse, Neglect and Exploitation Appendix 3: Information Sharing Guidance Appendix 4: Reporting a Safeguarding Concern Flowchart Appendix 5: How to Report a Safeguarding Concern in MyConcern

1. IMPORTANT CONTACTS

Refer to Appendix 1 for a list of important safeguarding contacts.

2. POLICY STATEMENT

Derwen College recognises that:

- Everyone who comes into contact with children and young people has a role to play in identifying concerns, sharing information and taking prompt action.
- The welfare of children is paramount in all the work we do and in all the decisions we take.
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation have an equal right to protection from all types of harm or abuse.
- Children with learning disabilities and difficulties are at increased risk of abuse, neglect and exploitation, and extra safeguards may be needed to keep children who are additionally vulnerable safe.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting children's welfare.
- It is our duty to ensure the safety of children and young people who come into contact with our services. This includes children who may visit our commercial outlets, open days or college events.

Derwen College will seek to keep children safe by:

- Appointing a Designated Safeguarding Lead (DSL), Deputy Leads (DDSL's) and Lead Governors to take lead responsibility for child protection and safeguarding concerns.
- Acting appropriately to any allegations, reports or suspicions of abuse, neglect or exploitation.
- Promoting a positive safeguarding culture, whereby staff, governors and volunteers are supported and encouraged to raise concerns.
- Ensuring all staff, governors and volunteers within our organisation understand their roles and responsibilities in response to child protection and safeguarding.
- Following the safer recruitment and vetting of staff, including volunteers and anyone who comes into direct contact with the children we work with.
- Ensuring our College has appropriate online filtering and monitoring systems and processes in place, to limit children's exposure to risks online.
- Providing effective management for staff and volunteers through supervision, support and training.
- Keeping up-to-date with local and national safeguarding developments.
- Recording, storing and using information professionally and securely, in line with data protection legislation and guidance.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Creating and maintaining an anti-bullying environment, and dealing with any bullying that does arise effectively in line with policy and procedures.

3. ROLES AND RESPONSIBILITIES

The **Designated Safeguarding Lead (DSL)** is the person appointed to take lead responsibility for ensuring that appropriate arrangements for keeping children and young people safe are in place at Derwen College.

The DSL at Derwen College is **Paul Bradshaw**; Head of Student Services (Gobowen Campus).

The DSL will:

- Take a lead role in developing, reviewing and implementing child protection and safeguarding policies and procedures at Derwen College.
- Ensure all safeguarding and child protection issues concerning children and young people are responded to appropriately.
- Ensure that everyone working or volunteering with children or young people at Derwen College understands the safeguarding and child protection policy and procedures, and knows what to do if they have concerns about a child's welfare.
- Ensure all staff receive adequate training in safeguarding and child protection that is appropriate to their role, and provide advice and guidance where necessary.
- Ensure that children and young people and their families know who they can talk to if they have a welfare concern.
- Be responsible for promoting the safety and welfare of looked-after or previously looked-after children such as those who are adopted, under special guardianship or are in similar child care arrangements.
- Take a lead role in creating a safe culture where children and young people can learn and work, including online.
- Ensure that online filtering and monitoring systems and processes are in place, and work closely with the IT team to ensure filtering and monitoring reports and online safeguarding concerns are responded to appropriately.
- Take a lead role in responding to early help and child protection concerns and liaise with, or make referrals to statutory organisation such as child protection agencies, multi-agency safeguarding hubs and the police.
- Store and retain child protection records according to legal requirements. This includes keeping written records of all concerns, discussions and decisions, including the rationale for those decisions.
- Work closely with Designated Safeguarding Governors to ensure they are kept up to date with safeguarding issues, providing termly update reports.
- Inform Designated Safeguarding Governors and the Senior Leadership Team of any significant safeguarding or child protection concerns.
- Be familiar with and work within inter-agency child protection procedures developed by Shropshire Safeguarding Community Partnership.
- Be alert to national and local issues relating to child protection and abuse, and acknowledge the importance of contextual safeguarding, which considers wider environmental factors in a child's life which may threaten their safety and/or welfare.
- Attend regular training in issues relevant to child protection and share knowledge appropriately.

The DSL must have received relevant safeguarding and child protection training that is specific to their role. This training should be refreshed every two years and they should keep up to date with any changes in safeguarding and child protection legislation and guidance.

In the absence of the DSL, the above duties and responsibilities will be carried out by the Deputy DSL's (DDSL's).

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The Deputy DSL's are:

- **Jessica Thompstone**; Safeguarding Manager (Gobowen Campus)
- **Samantha Brown**; Head of Satellite Provision
- **Ben Blackwell**; Deputy Manager (Telford Campus)

The **Board of Governors** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the College's ethos and reflected in the College's day-to-day practice.

The Designated Safeguarding Governors at Derwen College are **Liz Leigh** and **Helen Smith**.

The Designated Safeguarding Governors will:

- Lead on the governance of child protection and safeguarding children at Derwen College.
- Ensure that the College has effective safeguarding policies and procedures in place, which are in line with regulatory and statutory guidance.
- Work alongside the DSL, to ensure the College has an effective range of safeguarding policies and procedures in place, which include child protection, online safety and anti-bullying.
- Undertake training and refresh their knowledge, in line with the latest government guidance.
- Ensure all staff and volunteers are trained in safeguarding, and that training is regularly updated.
- Meet the DSL and DDSL's regularly to discuss any significant safeguarding concerns, and ensure procedures are up-to-date and remain effective.
- Play an active role in supporting the DSL to review the College's safeguarding policies annually.
- Be an active member of the Safeguarding and Prevent Committee.

All staff and volunteers will:

- Share our commitment to safeguarding and promoting welfare of children, and understand the role they have in keeping children safe.
- Take responsibility for providing a safe environment in which children can learn.
- Undertake relevant safeguarding children training, and know how to recognise the signs and indicators of abuse, neglect and exploitation.
- Know how to respond to disclosures of abuse and what to do when they are concerned about a child.
- Adopt a child-centred approach and ensure their practice is in line with the best interests of the child at all times.
- Read, understand and comply with our safeguarding policies and procedures.
- Read, understand and comply with [Keeping Children Safe in Education (KCSiE, 2024) Statutory Guidance for Schools and Colleges, Part One: Information for all School and College staff.](#)

4. A CHILD-CENTRED APPROACH TO SAFEGUARDING

In line with 'Working Together to Safeguard Children' and KCSiE guidance, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm.

At Derwen College, we strive towards a child-centred approach to safeguarding. Staff will always act in the best interests of the child, and aim to keep the child at the centre of any decisions which are made about their lives, working in partnership with them, their families and local agencies.

We recognise the importance of creating an environment where children and young people feel comfortable about speaking out if anything is worrying them, and have a designated Student Services and Safeguarding Team to offer support, advice and guidance to students.

We will support dialogue with children who may not be able to convey their wishes and feelings as they may want to, for example, those who have communication difficulties, do not speak English, or for whom English is not their first language. This includes the use of communication aids such as augmentative and alternative communication (AAC) devices and talking mats.

We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Contextual Safeguarding

We recognise the importance of adopting a contextual safeguarding approach at Derwen College. Contextual safeguarding recognises that a range of social contexts can impact a young person's life, and consequently their safety.

We are committed to creating and embedding a safe whole-college culture, and seek to identify and respond to harm and abuse posed to young people outside of their family (extra-familial-harm).

Early Help

Early help means providing support to a child or their family as soon as a problem emerges.

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

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All staff play a key role in recognising and identifying children and families who may benefit from early help services such as mental health support, counselling and bereavement services and family and parenting programmes.

Staff should discuss early help requirements with the DSL or DDSL to provide help for children and prevent concerns from escalating further.

Where there is a need for multi-agency working to support the child and their family, the DSL or DDSL will co-ordinate a referral with appropriate local authority child protection services.

Online Safety

Derwen College is committed to creating a safe culture where students can learn and work, including when online. A filtering and monitoring system, Smoothwall, is in place to safeguard students from potentially harmful and inappropriate online material.

The DSL will take lead responsibility for safeguarding and online safety, which includes overseeing and acting upon:

- Filtering and monitoring reports
- Online safeguarding concerns
- Checks to filtering and monitoring systems

The DSL will work closely with the IT team to ensure systems and processes remain effective and will review the College's provision on an annual basis.

All staff should refer to the College's Online Safety Policy for further guidance.

Organisations or individuals using college premises

Derwen College may hire or rent out College premises or facilities to individuals or organisations such as community groups and sports associations, and we acknowledge it is our duty to ensure that appropriate arrangements are in place to keep children safe.

Where services or activities are provided by another body, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the College on these matters where appropriate.

This applies regardless of whether or not the children who attend any of these services or activities attend the College.

All lease or hire agreements will include these safeguarding requirements as a condition of use and occupation of the premises; and that failure to comply would lead to termination of the agreement.

In the event of an allegation relating to an incident involving an individual or organisation using the College premises, our College safeguarding procedures would be followed, including informing the LADO.

5. RECOGNISING AND RESPONDING TO ABUSE

Child abuse is a form of maltreatment of a child. A person(s) may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

All staff and volunteers will maintain an attitude of 'it could happen here' and will have an awareness of the signs and symptoms of child abuse.

The UK Government guidance 'Working Together to Safeguard Children' (2023) defines four types of child abuse: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which staff should be alert to (Appendix 2).

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

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

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.

However, the following may indicate that a child is being, or has been abused:

- Changes in behaviour – children may become more aggressive, disruptive or withdrawn.
- Ill/fitting and/or dirty clothing.
- Signs of consistently poor hygiene.
- Clear avoidance of specific family members or friends, without an obvious reason.
- Reluctance to change clothes in front of others or participate in physical activities.
- Regularly missing College.
- Parents who are dismissive and non-responsive to staffs' concerns.

Indicators of child abuse, neglect and exploitation do not automatically mean a child is being abused, however all concerns will be taken seriously and will be explored by the DSL or DDSL on a case-by-case basis.

Children potentially at greater risk of harm

Whilst all children should be protected, we recognise that some groups of children are potentially at greater risk of harm than others, and may require additional safeguards to protect them from harm. These are:

- Children with special educational needs, disabilities or health issues
- Children in need, or those with Child Protection Plans
- Children who are absent from education for prolonged periods and/or on repeat occasions
- Children requiring mental health support
- Looked after children, and previously looked after children
- Children who cease to be looked after and become care leavers
- Children who are lesbian, gay, bisexual or gender questioning

Safeguarding Issues

All staff will have an awareness of safeguarding issues that can put children at risk of harm.

The College acknowledges that these issues include, but are not limited to:

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Bullying refers to the repetitive, intentional hurting of one person or group by another person or group, and can include name calling, hutting, pushing, spreading rumours and threatening behaviour. Cyberbullying is a form of bullying which takes place online, via social networks, gaming and mobile phones.

Bullying of any kind is not tolerated at College. Staff should report any incidents or bullying or unacceptable behaviour in line with the Anti-Bullying (Student) Policy.

Child-on-child abuse applies to abuse by one child of another child, and can include physical and sexual abuse, sexual harassment, violence, emotional harm, on and offline bullying and teenage relationship abuse.

All staff should be aware that children can abuse other children, and acknowledge that they play an important role in preventing it and responding where they believe a child may be at risk from it.

Staff should recognise that child-on-child abuse is harmful to both the perpetrator and the victim, as children or young people who harm others may have significant disruption in their own lives such as witnessing or suffering abuse, or being involved in crime.

Child Criminal Exploitation (CCE) and **Child Sexual Exploitation (CSE)** are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. This may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Occasionally, children are moved (commonly referred to as trafficking) for the purpose of exploitation.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community including Female Genital Mutilation (FGM), Forced Marriage and practices such as Breast Ironing.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse (The Female Genital Mutilation Act, 2003).

Whilst all staff have a duty to report any concerns about female genital mutilation (FGM) to the DSL, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under of the age of 18, the teacher must report this directly to the police.

Forced Marriage is where violence, threats or any other form of coercion is used to cause a person to enter into a marriage without the full and free consent of one or both parties.

As of February 2023, the legal age of marriage changed to 18 in England and Wales and it is illegal and a criminal offence to cause a child to marry, whether or not force is used (Marriage and Civil Partnership (Minimal Age) Act, 2022).

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Children who are missing or absent from education

The College recognises that children who are absent from College for prolonged periods and/or on repeated occasions, can be a warning sign for a range of welfare and safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

Any persistent or unexplained absences should be reported via MyConcern (see flowchart; Appendix 4), so that appropriate actions can be taken.

All staff should refer to the Attendance and Punctuality Policy and Procedures for further guidance.

Other safeguarding issues which children may experience are:

- Drug taking and/or alcohol misuse
- Serious violence
- Homelessness
- Mental health
- County Lines
- Online abuse
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Fabricated or induced illness
- Sexual harassment
- Human trafficking and modern slavery
- Influences of extremism leading to radicalisation

The College recognises that in most cases, abuse, neglect and other safeguarding issues will overlap and cannot be covered by one single definition.

Additional information, including signs and indicators of abuse, is included in Appendix 2.

All staff and volunteers must follow the procedures set out below in the event of a safeguarding concern.

If a child is considered to be in immediate danger

If you believe a child or young person is in immediate danger, contact the Police on 999.

As soon as possible, inform the DSL or DDSL.

If in expectational circumstances, the DSL or DDSL are not available, this should not delay appropriate action being taken. Staff should inform a member of the Senior Leadership Team and/or take advice from the local authority children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible.

A referral to the local authority children's social care can be made by telephone (First Point of Contact) or secure email using a Multi-Agency Referral Form (MARF) to compass.referrals@shropshire.gov.uk.

5.2 If a child makes a disclosure

Disclosure is the process by which children and young people start to share their experience of abuse with others.

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All disclosures should be treated seriously.

All staff must be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected. Children may not recognise that their experience is harmful, and may feel embarrassed or humiliated.

Children may disclose abuse in different ways, and this may be a slow process that takes place over a long period of time.

The types of disclosures are:

- **Direct disclosure**
  This is a specific statement made by a child about the abuse that is happening to them.

- **Indirect disclosure**
  One or more statements, which imply that something is wrong.

- **Behavioural disclosure**
  Deliberate or inadvertent behaviour that indicates something is wrong.

- **Non-verbal disclosure**
  A child may write letters, draw pictures or communicate in other non-verbal ways to let someone know that something is wrong.

Staff should always demonstrate a **professional curiosity** and speak with the DSL if they have concerns about a child. Staff should:

- Remain open-minded and expect the unexpected
- Look, listen, ask and reflect on information received
- Use their professional judgement at all times

This is vital for the early identification of abuse, neglect or exploitation, and providing help to children who may be in need of protection.

What to do during a disclosure

In the event of a child disclosing abuse, neglect or exploitation, staff must follow the procedures set out below:

Listen

- Listen carefully to what the child or young person is telling you.
- Remain calm and avoid expressing your own views.
- Communicate with the child in a way that is appropriate to their needs and level of understanding.
- Consider whether additional resources are required to further aid communication.
- Questions should only be asked to clarify what has been said.

Reassure

- Reassure the child or young person that they have done the right thing in telling someone.
- Inform the child or young person that they are being taken seriously and that they will be supported and kept safe.

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- Explain what will happen next, and that you will need to share what they have told you in order to keep them safe.

Never agree to keep secrets or promise confidentiality or agree to keep secrets; you have a duty to report all concerns.

React

- Let the child or young person explain to you in their own words, but don't ask leading questions.
- Do not talk to the alleged perpetrator of the abuse, as this could put the child at further risk.
- Maintain an appropriate level of confidentiality by only involving those who need to be involved such as the DSL or DDSL.
- Do not investigate, interrogate or decide if a child is telling the truth. An allegation of child abuse can lead to a criminal investigation so it is important not to act in a way that could jeopardise a police investigation, especially in cases of alleged sexual abuse.
- Preserve any potential evidence by placing items in a clear plastic bag.

Staff should not assume that somebody else is dealing with a child's concern. If you receive information that a child may be at risk of, or experiencing harm, you must report it immediately.

Record

Derwen College uses a secure digital safeguarding software called MyConcern which enables effective recording, reporting and management of all safeguarding concerns.

All staff should 'report a concern' via MyConcern as soon as possible (see Appendix 4: Reporting a Safeguarding Concern Flowchart for guidance).

It is important that you:

- Accurately record everything a child tells you and what you have observed.
- Record the date, time, place of the disclosure, their behaviour and the exact words used by the child. This should include any swear words or slang.
- Use a body map to record any visible bruises or injuries.
- Keep records factual; record observations and statements, not your interpretations or assumptions.
- Attach any supporting files to the concern such as written statements from the child, drawings or pictures.
- Do not delay in reporting the concern. A swift response to safeguarding concerns is of paramount importance to protect the child and prevent further harm to them, or to others.

If staff are unable to access MyConcern for any reason, or need to raise a concern for a guest at Short Breaks, the Safeguarding Cause for Concern Form (located on SharePoint) should be completed and emailed to safeguarding@derwen.ac.uk.

It is recognised that staff may need support after receiving a disclosure from a child, and information about appropriate support will be offered by the College.

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If you suspect child-on-child (peer-on-peer) abuse

If you are worried that a child is abusing another child, you must report it so that appropriate action can be taken.

All staff must challenge inappropriate behaviours between children that are abusive in nature. Staff should never downplay certain behaviours, for example, dismissing sexual harassment as 'just banter' or 'part of growing up' and must take child-on-child abuse as seriously as any other form of abuse.

If you have concerns about a child

If you are worried about a child, you must always raise your concerns, even if you are unsure.

You can speak directly with the Safeguarding Team, who will advise you of what steps to take.

Safeguarding is everybody's responsibility, and staff should adopt a 'see something, say something, do something' approach to keeping children safe.

If you have concerns about a staff member

If you have safeguarding concerns or allegations made about a staff member or volunteer, you must report it immediately to the DSL or DDSL or in their absence, a Registered Manager or other Senior Manager. You should not discuss the allegation with the staff member involved.

During out-of-hours, you should contact the on-call senior manager, if you believe immediate action is needed.

If your concern relates to the DSL/DDSL's or your Line Manager, you must inform a member of the Senior Leadership Team.

If your concern relates to a member of the Senior Leadership Team, you must speak directly with the Designated Safeguarding Governor's or Chair of Governors.

In any situation where there may be a conflict of interest, a concern must be reported directly to the Local Authority Designated Officer (LADO).

Whistleblowing

All staff and volunteers have a duty to raise concerns about poor or unsafe practice, wrongdoing and/or potential failures in the College's safeguarding procedures, and should know that such concerns will be taken seriously.

All staff should be aware of the Whistleblowing Policy (Public Interest Disclosure).

Responding to concerns or allegations about a staff member

When a concern involving a staff member arises, the DSL or DDSL will liaise with Human Resources (HR) to conduct basic enquiries to establish the facts, and to help determine whether there is any foundation to the allegation.

If further internal investigation is required, this will be in accordance with the College's Disciplinary Policy. In some instances, formal disciplinary processes will be instigated which

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could result in formal disciplinary action. It may be necessary to suspend an employee while the circumstances of any complaint or allegation are investigated, for example, if the individual poses a risk of harm to a child.

The DSL or DDSL is responsible for ensuring that the child is not at risk, and referring cases of suspected abuse to the Local Authority Designated Officer (LADO) if there is reason to believe the staff member has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

The DSL or DDSL may need to report to other external agencies such as the Care Quality Commission (CQC) and the Disclosure Barring Service (DBS). The College acknowledges its legal duty to make a referral to the DBS if a decision is made to remove an individual from regulated activity, or if they would have been removed had they not left, because the individual is believed to have harmed or poses a risk of harm to a child.

Escalating your concerns

If you feel unable to raise an issue or concern, or feel that a reported concern is not being addressed appropriately, there are other whistleblowing channels available to you:

Inform your Line Manager or any Senior Manager of your concern, as soon as possible.

Contact the National Society for the Prevention of Cruelty to Children **(NSPCC) Report Abuse in Education Helpline** on 0800 136 663 or email help@nspcc.org.uk

Contact the **Local Authority Child Protection Team.**

6. INFORMATION SHARING

Staff should read this information in conjunction with our Sharing Information Policy and Data Protection (GDPR) Policy.

Derwen College recognises that timely information sharing is essential to effective safeguarding.

Where appropriate, concerns should be discussed with parent(s), carer(s) or guardians(s) and agreement sought for a referral to local authority children's social care unless seeking agreement is likely to place the child at greater risk.

Consideration should also be given to the risk of loss of evidential material, especially in circumstances where there are concerns or suspicions that a serious crime has taken place. In which case, this should be immediately referred to the police.

Information may be shared without consent if it is to promote the welfare and protect the safety of a child or children.

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff in making decisions regarding sharing information for the purposes of keeping children safe (Appendix 3).

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If staff are in any doubt about sharing information, they should speak with the DSL or DDSL for advice.

7. TRAINING

All staff and volunteers

All staff and volunteers will undertake appropriate safeguarding and child protection training at induction to ensure they understand the safeguarding systems in place and their responsibilities, and can identify signs of possible abuse, neglect and exploitation.

This training will be regularly updated.

The DSL and DDSL's

The DSL and DDSL's will undertake level 3 child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually.

Level	Groups	Training
Level 1	All staff that are employed by Derwen College Volunteers Governors	To complete the following: - Safeguarding Children and Young People (Care Skills Academy) - Online Prevent Duty (Care Skills Academy)
Level 2	All staff that work directly with Students: - All Support Practitioners - All curriculum staff - Student Engagement Officers and Duty Managers - On-call rota - Admission teams - Personal tutors - Trips and club staff	To complete all Level 1 training and the following: - Face-to-face Safeguarding Children and Young People (Shropshire Council, Joint Training)
Level 3	All staff with a specific safeguarding role: - Designated Safeguarding Leads - Student Services and Safeguarding Team - Governors - Registered Managers - PHSE Teachers - Lead Practitioners - Senior Support Practitioners	To complete all Level 1 & 2 Training and the following (depending upon role): - NSPCC DSL Course (core or advanced) – DSL's only - Safeguarding Children and Young People for Managers (Shropshire Council, Joint Training) - CEOP and online safety training (roles with online safety focus) - Safeguarding Adults enquiry training - Safeguarding for Governors and Board members - Bespoke Safeguarding training for Leads and Seniors (internal)

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8. SAFER RECRUITMENT

Derwen College recognises that safer recruitment is a vital part of creating a safe and positive environment and is committed to recruiting staff and volunteers who are suitable to work with children.

The College maintains an accurate Single Central Record (SCR) in line with statutory guidance.

Our safer recruitment procedures can be found within our Safer Recruitment Policy.

Appendix 1

Key Safeguarding Contact Details

Key Contacts	Name	Title	Contact Details
Designated Safeguarding Lead (DSL)	Paul Bradshaw	Head of Student Services; Registered Manager	paul.bradshaw@derwen.ac.uk 01691 661234 Ext. 251
Deputy DSL's (DDSL's)	Jessica Thompstone	Safeguarding Manager	jessica.thompstone@derwen.ac.uk 01691 661234 Ext. 337
	Samantha Brown	Head of Satellite Provision	samantha.brown@derwen.ac.uk 01691 661234 Ext. 222
	Ben Blackwell	Deputy Manager (Telford Campus)	ben.blackwell@derwen.ac.uk
Chair of Governors	K Kimber	Lead Governor	k.kimber@derwen.ac.uk
Nominated Safeguarding Governors	Liz Leigh	Designated Safeguarding Governor	liz.leigh@derwen.ac.uk 01691 661234
	Helen Smith	Designated Safeguarding Governor	helen.smith@derwen.ac.uk 01691 661234
Local Authority (Shropshire Council)	First Point of Contact (FPOC) and Early Help		0345 678 9021
	Children's Services Team		0345 678 9008
	Emergency Duty Team		0345 678 9040 01743 249544 (Out of Hours)
	Ellie Jones	Local Authority Designated Officer (LADO)	lado@shropshire.gov.uk 0345 678 9021
Local Authority (Telford and Wrekin)	Family Connect		01952 385385
	Emergency Duty Team		01952 676500 (Out of Hours)
West Mercia Police	Emergency		999
	Non-Emergency		101

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Appendix 2

Types and Indicators of Abuse, Neglect and Exploitation

The information within this Appendix is in accordance with the Department of Education's statutory guidance, Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023).

Type of Abuse	Definition	Indicators of Abuse
Physical Abuse	Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or scalding, suffocating or drowning. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This is known as fabricated or induced illness (FII).	Injuries that are likely to indicate physical abuse include: • Bruising in non-bony areas of the body, such as cheeks, arms, back, buttocks, tummy, hips and backs of legs • Multiple bruises in clusters, usually on the upper arms or outer thighs • Bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe • Large oval-shaped bite marks • Burns or scalds which have a clear shape of an object, e.g. cigarette burn • Burns or scalds to the backs of hands, feet, legs, genitals or buttocks Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times. If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.
Sexual Abuse	Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse.	There may be physical signs that a child has suffered sexual abuse. These include: • anal or vaginal soreness or itching • bruising or bleeding near the genital area • discomfort when walking or sitting down

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Contact abuse happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- involving children in looking at, or in the production of, sexual images or watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- meeting a child following online sexual grooming with the intent of abusing them

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- using technology to facilitate offline abuse, such as persuading or forcing a child to take part in sexual activities via webcams or smartphones
- having sexual conversations with a child by text or online

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity.

Abusers will often try to build an emotional connection with a child in

- an unusual discharge
- sexually transmitted infections (STI)
- pregnancy

Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.

For example:

- they could use sexual language or know things about sex that you wouldn't expect them to
- they might become sexually active or pregnant at a young age

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	order to gain their trust for the purposes of sexual abuse. This is known as grooming.	
Emotional abuse	Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Emotional abuse involves: • conveying to a child that they are worthless, unloved or inadequate • humiliating, putting down or regularly criticising a child • shouting at or threatening a child or calling them names • mocking a child or making them perform degrading acts • not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate • constantly blaming a child for things which are not their fault • trying to control a child's life and not recognising their individuality • not allowing a child to have friends or develop socially • pushing a child too hard or not recognising their limitations • manipulating a child • bullying or cyberbullying, causing the child to frequently feel frightened or in danger • the exploitation or corruption of children • exposing a child to distressing events or interactions • persistently ignoring a child • being cold and emotionally unavailable during interactions with a child • not being positive or encouraging to a child or praising their achievements and successes	There aren't usually any obvious physical signs of emotional abuse but you may spot changes in a child's actions or emotions. Older children may: • use language, act in a way or know about things that you wouldn't expect for their age • struggle to control strong emotions or have extreme outbursts • seem isolated from their parents • lack social skills or have few, if any, friends • fear making mistakes • self-harm

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	Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.	
Domestic abuse	Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse. Exposure to domestic abuse is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening, or experiencing its effects. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.	It can be difficult to tell if domestic abuse is happening, because abusers can act very differently when other people are around. Children who witness domestic abuse may: • become aggressive • display anti-social behaviour • suffer from depression or anxiety • not do as well at school or college - due to difficulties at home or disruption of moving to and from locations
Neglect	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 involve a parent or carer failing to: • provide adequate food, clothing or shelter • protect a child from physical and emotional harm or danger • ensure adequate supervision (including the use of inadequate caregivers) • ensure access to appropriate health care and treatment • ensure access to suitable education It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.	Neglect can be difficult to identify as isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem. Some of these signs include: • children who appear hungry - they may not have lunch money or even try to steal food • children who appear dirty or smelly • children whose clothes are inadequate for the weather conditions • children who are left alone or unsupervised for long periods or at a young age • children who have untreated injuries, health or dental problems • children with poor language, communication or social skills for their stage of development • children who live in an unsuitable home environment
Grooming	Grooming is when someone builds a relationship, trust and emotional	Some of the signs include:

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connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Grooming can take place over a short or long period of time, and can be online, in person or both – by a stranger or someone they know. This could be a family member, a friend or someone who has targeted them. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative. When a child is groomed online, groomers may hide their true identity by sending photos or videos or other people. Children can be groomed online through: - social media networks - text messages and messaging apps, such as WhatsApp and Messenger - Email - Text, voice and video chats in forums games and apps Whether online or in person, groomers can use tactics such as: - Pretending to be younger - Giving advice or showing understanding - Giving attention - Buying gifts - Taking them on trips, outings or holidays Groomers may try to isolate children from their friends and family, making them feel dependent on them. They might use blackmail, or introduce the idea of 'secrets' to control, frighten or intimidate. Children and young people may not understand they have been groomed. They may feel loved, and	- Being very secretive about how they are spending their time, including when online - Having an older boyfriend or girlfriend - Having money or new things like clothes and mobile phones that they can't, or won't explain - Underage drinking or drug taking - Spending more or less time online or on their devices - Being upset, withdrawn or distressed - Sexualised behaviour language or an understanding of sex that's not appropriate for their age - Spending more time away from home or going missing for periods of time Grooming can have long-term effects such as: - Difficulty sleeping - Difficulty concentrating or coping with stress - Anxiety and depression - Eating disorders - Self-harm or suicidal thoughts - Drug and alcohol problems - Pregnancy or sexually transmitted infections - Future relationship problems

	want to show loyalty to the person grooming them.	
Child Sexual Exploitation (CSE)	Child sexual exploitation (CSE) is a type of sexual abuse where an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual activity. Children and young people may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. They can also be groomed and exploited online. Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.	Young people who are being sexually exploited may: • go missing from home, care or education • be involved in abusive relationships • hang out with groups of older people • be involved in gangs or anti-social groups • have older boyfriends or girlfriends • spend time at places of concern, such as hotels or known brothels • be involved in petty crime such as shoplifting • have access to drugs and alcohol • have new things such as clothes and mobile phones, which they aren't able to easily explain • have unexplained physical injuries
Child Criminal Exploitation (CCE)	Child Criminal Exploitation (CCE) is a type of child abuse where children are manipulated and coerced into committing crimes. They may be forced to: • join organised criminal gangs • carry or transport drugs, money and/or weapons through **county lines** • enter properties that have been **cuckooed** • steal and shoplift • commit vehicle crime • threaten or commit serious violence to others **County Lines** is the term used when urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, and market and coastal towns. **Cuckooing** is the term used when criminals use or takes over a person's home for criminal purposes	Criminal gangs use different tactics to recruit and exploit children and young people, including bribing them with rewards, befriending them, threatening them or coercing them. Young people who are being criminally exploited may: • be in a gang, or in a relationship with somebody older than them • be angry, aggressive or violent • be isolated or withdrawn • be frequently absent from school or college • go missing from home, stay out late or travel for unexplained reasons • wear new, expensive clothing and footwear • use new slang words • spend more time on social media and be secretive about time alone

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	such as to cut, prepare, store or deal drugs, or storing firearms and money relating to drugs. Children are often forced to be drug runners and for manning the drugs (mobile telephone) line. Other forms of criminal exploitation include child sexual exploitation, grooming, trafficking, gang and knife crime. Children can also be the victims of physical and emotional abuse. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. However, as children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals despite the harm they have experienced.	• making more calls or sending texts, on new or multiple phones • have large amounts of explained money • obtain a criminal record, for crimes they have committed • abuse drugs, alcohol and other substances • self-harm
Bullying and Cyberbullying	Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. Bullying includes: • verbal abuse, such as name calling • non-verbal abuse, such as hand signs or glaring • emotional abuse, such as threatening, intimidating or humiliating someone • exclusion, such as ignoring or isolating someone • undermining, by constant criticism or spreading rumours • controlling or manipulating someone • racial, sexual or homophobic bullying • physical assaults, such as hitting and pushing • making silent, hoax or abusive calls Bullying can happen anywhere – at school, at home or online. When bullying happens online it can	It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared the bullying will get worse. They might also think that the bullying is their fault. No one sign indicates for certain that a child's being bullied, but you should look out for: • belongings getting 'lost' or damaged • physical injuries such as unexplained bruises • being afraid to go to school or college, being mysteriously 'ill' each morning, or skipping school or college • not doing as well at school or college • asking for, or stealing, money (to give to a bully) • being nervous, losing confidence or becoming distressed and withdrawn • problems with eating or sleeping • bullying others

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	involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying. Cyberbullying includes: - sending threatening or abusive text messages - creating and sharing embarrassing images or videos 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games - excluding children from online games, activities or friendship groups - setting up hate sites or groups about a particular child - encouraging young people to self-harm - voting for or against someone in an abusive poll - creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name	
Child-on-child abuse	Child-on-child abuse is when a child or young person (under the age of 18) abuses another child or children. It should never be dismissed as 'children being children' or 'banter'. Child-on-child abuse is most likely to include, but may not be limited to: - Bullying (including cyberbullying) - Abuse in intimate personal relationships between children - Physical abuse, such as hitting, kicking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) - Sexual violence such as rape, assault by penetration	Children who are being abused by other children may: - Be absent from College or disengage in College activities. - Have physical injuries, marks or bruises. - Develop mental or emotional health issues. - Become withdrawn, or display a lack of self-esteem. - Lack sleep. - Display changes in behaviour. - Display inappropriate behaviour for their age.

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	and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence) • Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment • Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party • Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting) • Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm • Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).	
Child Trafficking	Child trafficking involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another. Children may be trafficked for: • child sexual exploitation • benefit fraud • forced marriage • domestic servitude such as cleaning, childcare, cooking • forced labour in factories or agriculture • criminal exploitation such as cannabis cultivation, pickpocketing, begging,	Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events. Children who have been trafficked may: • have to do excessive housework chores • rarely leave the house and have limited freedom of movement • not have any documents (or have falsified documents) • give a prepared story which is very similar to stories given by other children

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	transporting, drugs, selling pirated DVD's and bag theft Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect. Child trafficking can require a network of organised criminals who recruit, transport and exploit children and young people. Child trafficking can also be organised by individuals and the children's own families. Traffickers trick, force or persuade children to leave their homes. They use grooming techniques to gain the trust of a child, family or community. Although these are methods used by traffickers, coercion, violence or threats don't need to be proven in cases of child trafficking - a child cannot legally consent to their exploitation so child trafficking only requires evidence of movement and exploitation. Modern slavery is another term which may be used in relation to child trafficking.	• be unable or reluctant to give details of accommodation or personal details • not be registered with a school or a GP practice • have a history with missing links and unexplained moves • be cared for by adults who are not their parents or carers • not have a good quality relationship with their adult carers • be one among a number of unrelated children found at one address • receive unexplained or unidentified phone calls whilst in a care placement or temporary accommodation There are also signs that an adult is involved in child trafficking, such as: • making multiple visa applications for different children • acting as a guarantor for multiple visa applications for children • having previously acted as the guarantor on visa applications for visitors who have not left the UK when the visa expired
'Honour-based' violence	Honour-based violence encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.	See indicators and actions below for FGM and Forced Marriage.
Female genital mutilation (FGM)	Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. FGM is child abuse, and a criminal offence.	A child at risk of FGM may not know what's going to happen. But they might talk about or you may become aware of: • a long holiday abroad or going 'home' to visit family • relative or cutter visiting from abroad

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		- a special occasion or ceremony to 'become a woman' or get ready for marriage - a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt - missing school repeatedly or running away from home A child who has had FGM may: - 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 - ask for help, but may not be explicit about the problem due to embarrassment or fear
Forced Marriage	Forcing a person into marriage is a crime. Violence, threats or any other form of coercion may be used to force a person to enter a marriage without full and free consent.	Some signs include: - Absence and persistent absence from school/college - Request for extended leave of absence and failure to return from visits to country of origin - Fear about forthcoming school/college holidays - Decline in behaviour, engagement, performance or punctuality - Being withdrawn from school/college by those with parental responsibility - Not being allowed to attend extra-curricular activities - Sudden announcement of engagement to a stranger, either to friends or on social media
Breast ironing or flattening	Breast ironing is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time in order for the breasts to	Some of the signs that a girl is at risk of, or has undergone breast ironing or breast flattening include:

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	disappear or delay the development of the breasts entirely. Large stones, hammers or spatulas that have been heated over scorching coals can be used to compress the breast issue. Other methods include using elastic belts or binder to press the breasts. In most cases, the method is carried out by female relatives and is believed to: • Make teenage girls look less 'womanly' • Prevent pregnancy and rape • Prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage • Deter unwanted attention Although there is no specific law within the UK around breast flattening or breast ironing, it is a form of physical abuse.	• A girl born to a woman who has undergone breast ironing • Having an older sibling or cousin who has undergone breast ironing • Being embarrassed about her body • Appearing withdrawn or anxious • Withdrawal from PSHE and/or Sex and Relationship Education • Fearful for changing for physical activities due to bandages being visible, or scars showing • Reluctance to undergo medical examinations • Pain or discomfort in chest area
Radicalisation	**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. **Terrorism** is an action that: • Endangers or causes serious violence to a person/people • Causes serious damage to property; or • Seriously interferes or disrupts an electronic system	Some indicators include: • Refusal to engage with, or becoming abuse to, peers who are different from themselves • Becoming susceptible to conspiracy theories and feelings of persecution • Changes in friendship groups and appearances • Rejecting activities that they used to enjoy • Converting to a new religion • Isolating themselves from family and friends • Increased levels of anger • Increased secretiveness, especially around internet use • Expressions of sympathy for extremist ideologies and groups, or justification of their actions • Accessing extremist material online including on Facebook or Twitter

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Appendix 3

Information Sharing Guidance

HM Government (2018): [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers).](#)

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

The 7 'golden rules' for sharing information

1. Necessary and proportionate

When making decisions about what information to share, consider how much information you need to release. Anything you share from the disclosure must be proportionate to the need and level of risk.

2. Relevant

Only share relevant information to those who need it. This will allow others to do their job effectively and make informed decisions.

3. Adequate

The information you share should be of the right quality to ensure that it can be understood and relied upon.

4. Accurate

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

5. Timely

To reduce the risk of missed opportunities and offer support and protection to a child, information should be shared in a timely manner. Timeliness is key in emergency situations and it might not be appropriate to seek consent for information sharing if it can cause delays and put a child or young person at an increased risk of harm. Ensure that enough information is shared as well as the urgency with which to share it.

6. Secure

Wherever possible, the information should be shared appropriately and securely. You must always follow policies and procedures on handling personal data.

7. Record

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

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When you should share information

When you're asked to share information, you need to consider the following questions to help you decide if and when to share:

- Is there a clear and legitimate purpose for sharing information?
- Do you have consent to share?
- Does the information enable an individual to be identified?
- Have you identified a lawful reason to share information without consent?

How you should share information

In relation to how you should share information, consider these issues:

- Identify how much information you will share
- Separate fact from opinion
- Ensure you give the right information to the right individual
- Ensure that you share the information securely
- Be transparent and inform the child or young person that the information has been shared, as long as doing so does not create or increase the risk of harm to the child

The Data Protection Act (2018) includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.

Information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
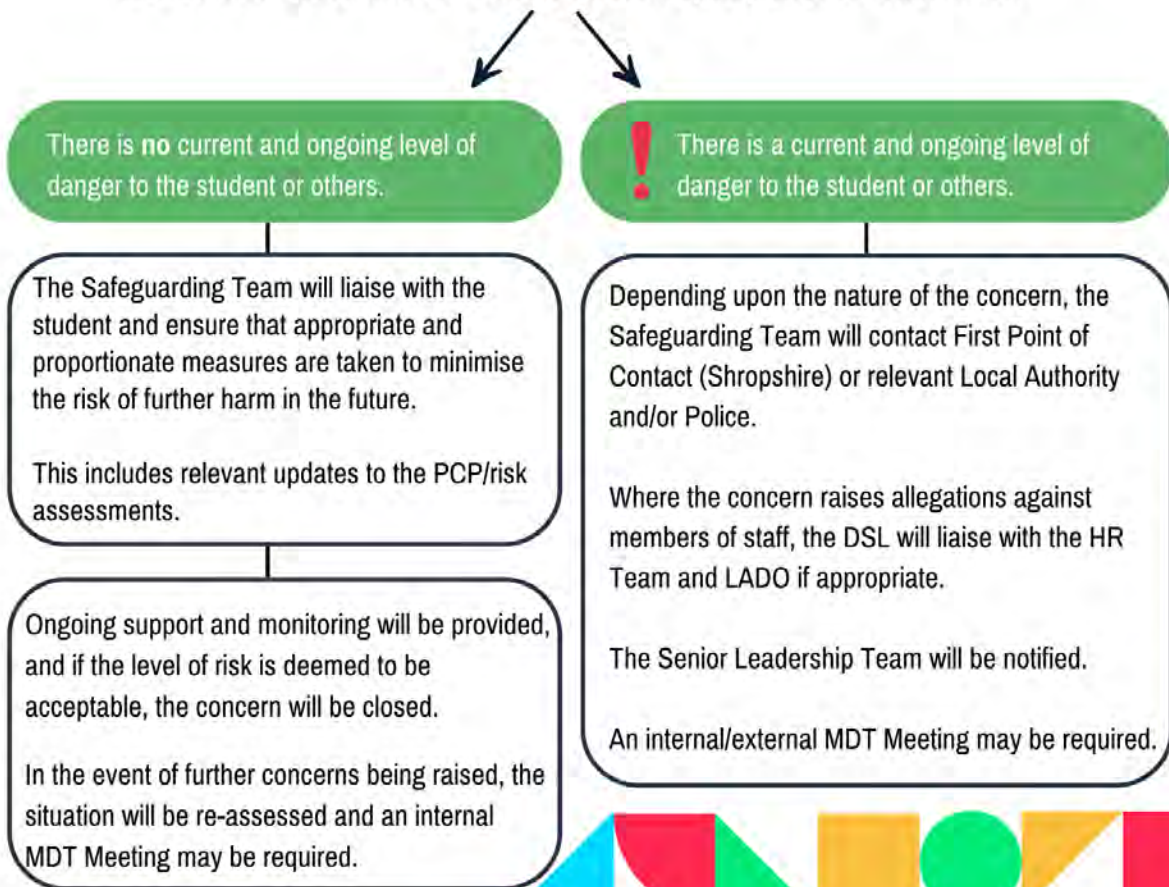
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Appendix 4

Reporting a Safeguarding Concern Procedure

Derwen College

As per policy, if you suspect somebody is in immediate danger, contact the Police on 999 and inform the DSL or DDSL as soon as possible.

If you have a concern about a student's safety or welfare, but they are not considered to be at significant risk of harm:

If you are concerned that a student is at significant risk of harm or abuse:

You must contact the DSL/DDSL by telephone, or the On-Call Manager if out of hours, and then:

Report it via MyConcern

The DSL/DDSL will assess the concern and take appropriate action as follows:

There is **no** current and ongoing level of danger to the student or others.

There is a current and ongoing level of danger to the student or others.

The Safeguarding Team will liaise with the student and ensure that appropriate and proportionate measures are taken to minimise the risk of further harm in the future.

This includes relevant updates to the PCP/risk assessments.

Ongoing support and monitoring will be provided, and if the level of risk is deemed to be acceptable, the concern will be closed.

In the event of further concerns being raised, the situation will be re-assessed and an internal MDT Meeting may be required.

Depending upon the nature of the concern, the Safeguarding Team will contact First Point of Contact (Shropshire) or relevant Local Authority and/or Police.

Where the concern raises allegations against members of staff, the DSL will liaise with the HR Team and LADO if appropriate.

The Senior Leadership Team will be notified.

An internal/external MDT Meeting may be required.

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Appendix 5

How to Report a Safeguarding Concern in MyConcern

Accessing your account for the first time:

1. You will be sent an activation email from One Team Logic.
2. Follow the instructions within the email to activate your account and change your password.
3. Once you have activated your account, you will be able to log-in to the MyConcern platform.

How to access MyConcern:

1. You can access MyConcern via this link https://login.thesafeguardingcompany.com/
2. Use the bookmark feature (star) in Google Chrome to save the page as a tab, for easy access.

How to report a concern:

1. On your homepage, click this button to open the concern form:

   Report a Concern

2. Complete each section as follows:

Enter the name(s) of the student(s) who are the subject of the concern. You can leave this blank if you are raising a general concern.

Name(s) of Pupil(s)

Please enter at least 3 characters to search

ⓘ Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

3. Once the student(s) have been added, you will have the option to add a body map to record any associated physical injuries.

4. It is also optional to add the involvement type; such as alleged victim, alleged perpetrator or witness.

Briefly indicate the reason for your concern here; will aid the triaging process.

Concern Summary

e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.

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This should reflect the Date/Time of your concern, observation or incident.

Concern Date/Time

DD/MM/YYYY HH:MM

This is to highlight where the concern has originated from; who is raising the concern? E.g. Staff Member.

Origin of Concern

Please Select an Origin of Concern

This is where you should record the main body of your concern.

Details of Concern

There is no need to repeat the Concern Summary.

5. Remember to include the exact words of the child/young person (e.g. xx said "…"), including any slang words or offensive language.

6. Always adopt a person-centred approach and keep the student(s) at the centre of the concern.

7. You should indicate here whether or not the student(s) is/are aware that you are raising the concern, and whether they have requested any particular action as a result.

Select the most relevant location from the dropdown box.

Location of Incident

Not Applicable

8. If the location does not appear in the list, select 'other' and provide the location in the Details of Concern section above.

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☐ Is this Concern urgent?

9. Select this box if you deem the concern to be urgent. You will be prompted to provide a reason for urgency.

10. Please note, you should always contact the DSL/DDSL by telephone if you consider somebody to be at significant risk of harm.

> You should record what immediate actions you have taken, to ensure the student(s) are safe.

Action Taken

11. If you have spoken to the student(s) involved, consider whether this needs to be recorded on the student(s) timeline, on Nourish as a way of sharing information.

12. The 'My Conversation Record' interaction can be used (visible to all staff) to document your discussion or the 'Sensitive Care Record' may be more appropriate if the conversation topic is of a sensitive nature. This interaction will only be visible to staff within a care-based role.

13. If you are unsure, seek advice from your Line Manager or the Safeguarding Team.

> Upload any relevant documents, such as written statements from student(s), drawings or pictures, photographs or screenshots.

Attachment

Select File

ⓘ Please attach any media that is relevant to this concern.

14. Once you have completed all sections, click this button to save:

Submit Concern

15. You will receive a concern reference number, as follows:

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Thank You

Your concern has been recorded successfully and a notification sent to the DSL

Concern Reference Number: 1

(i) If the Concern you have submitted might result in serious or immediate risk of harm to the person you are concerned about then you SHOULD also report this verbally to your Safeguarding Lead as soon as possible and make them aware of the incident. Remember, they may not be in a position to receive or read the notification immediately.

Click here to view or update this and any other concern(s) you have reported

16. You can view or edit any of your reported concerns, via the 'My Concerns' tab on the homepage.

17. Any updates made after submission will notify the DSL and a full audit trail will be available.

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