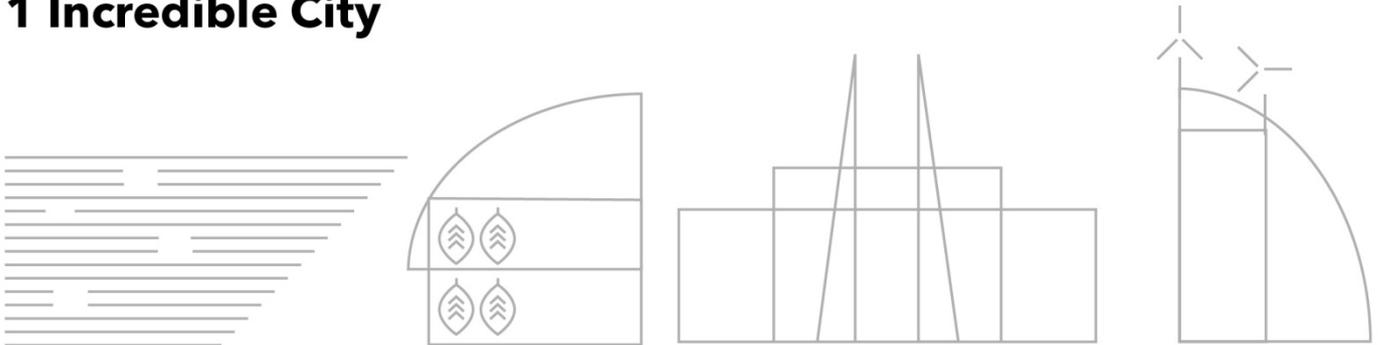


Safeguarding Policy

4 Excellent Campuses
1000s of Opportunities
1 Incredible City



Document Information:

Author: Caroline Morrison

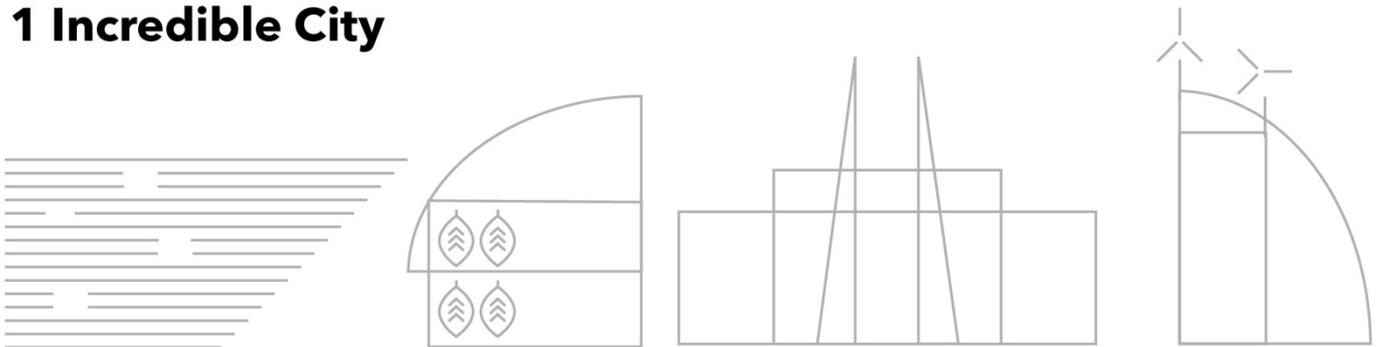
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4 Excellent Campuses
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Safeguarding Policy

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The Sheffield College Safeguarding Policy

1 Safeguarding Policy Statement

The Sheffield College is committed to safeguard and promote the welfare of young people and vulnerable adults. The governors and staff recognise that a safe and trustworthy environment combined with clear lines of communication and decisive action ensures the best outcomes for all students. The College expects all staff, volunteers and partners to endorse and practice this commitment at all times.

1.1 Definition of safeguarding

Safeguarding is defined in 'Working together to safeguard children 2015' [Working Together to Safeguard Children](#) and is summarised as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

1.2 Definition of Young People and Vulnerable Adults

- A child is defined as under the age of 18 years; for the purpose of this policy, in the context of a post 16 environment, children are referred to as young people
- Vulnerable Adult is defined as someone 18 years of age or over who is or may be unable to protect him or herself against significant harm or exploitation.

2 Scope of the Policy

This policy applies to:

- All students;
- All College or College related activity;
- All staff, governors, volunteers and partners carrying out activity on behalf of the College or related to the College.

3 Aim of the Safeguarding Policy

The College ensures all students are safeguarded by:

3.1 Prevention and Promotion

- Robust staff recruitment;
- Policies and procedures that support safeguarding and the promotion of Fundamental British Values;
- Close working relationships with partners who share a common purpose with regard to safeguarding; Social Care; Police; Local Authority Safeguarding team; schools; health services;
- Staff awareness – how to promote welfare and safety of young people and vulnerable adults;
- Implementation of the E-Safety Policy;
- Implementation of the College's Prevent Strategy.

3.2 Protection and Support

- The College will identify young people and adults who are suffering or likely to suffer significant harm, including those at risk of radicalisation. The College will ensure all staff understand their role in identifying those at risk. Definition of abuse and signs of abuse can be found in Appendix A;
- The College carries out risk assessments of students who declare a prior criminal conviction as outlined in the Criminal Conviction Policy;
- Where a young person or vulnerable adult is suffering significant harm, immediate action will be taken in accordance with the Children Act 1989; [The Children Act 1989](#)
- Action will also be taken to promote the welfare of students where it is recognised that additional support is needed, even if the student is not at immediate risk of harm. The actions are detailed in Appendix B.

3.3 Allegations of abuse against members of staff

- The College will act in accordance with the DfE guidelines 'Dealing with allegations of abuse against Teachers and other Staff, 2011, published March 2012. [DfE Dealing with allegations of abuse against teachers and other staff](#)
- Every member of staff at the College is required to safeguard young and vulnerable people, reporting any suspected abuse. If a member of staff has any concerns about how a student is being treated by staff they must raise this directly with the Lead Safeguarding Officer or Human Resources. No matter how hard this may seem, it is staffs responsibility to keep students safe.
- Further details can be found in Appendix C.

4 Responsibility for Safeguarding

The Governing Body and College leadership ensure the College complies with the law, as well as ensuring that effective policies, procedures and training are in place to safeguard the needs of learners.

The Governing Body and College leadership ensure the College works closely with the Sheffield Safeguarding Children Board and other agencies in line with statutory guidance 'Working together to safeguard children 2015' [Working Together to Safeguard Children](#). The details of how the College contributes to interagency working can be found in Appendix D.

The Governing Body and College leadership monitors the effectiveness of the policies.

The College leadership, management and staff determine how to promote the welfare of students so they understand and respond to risk effectively including knowing where to get support.

All staff and volunteers actively promote a culture of mutual respect and tolerance and are vigilant for signs of abuse.

4.1 The designated Lead Safeguarding Officer, broad areas of responsibility are:

- Prevent;
- The Safeguarding Policy and Procedures;
- Ensure the College's policies are known and used appropriately;
- Monitoring effectiveness of the policies and actions taken, reporting annually to the Governing Body and Executive Team;
- Oversee the referrals of cases of abuse to SCSB;
- Support designated Senior Safeguarding Officers;

Safeguarding Policy

- Inter-agency working with Sheffield Safeguarding Children Board (SSCB), Social Care, police; schools;
- Referral to and working with Local Authority Designated Officer (LADO) where allegations against staff have been made;
- Referral to police where a crime has been committed;
- Ensure training and development for safeguarding complies with the statutory guidance; [DfE Keeping Children Safe in Education July 2015](#)
- Ensure the publication of the Safeguarding Policy and Procedures on the College web;
- Ensure the Vulnerable Young Persons and At Risk Policy and the Criminal Convictions Policy are effective in protecting young people;
- Inform the designated Executive Director and Chief Executive of issues/police involvement;
- Act as a source of support, advice and expertise to staff on matters of safeguarding.

4.2 The designated Senior Safeguarding Officer, broad areas of responsibility are:

- Receive referrals and take appropriate actions, using the Sheffield Safeguarding Children Board 'Thresholds of need guidance' - Identifying needs and analysing risk when working to support children and families in Sheffield [Sheffield Safeguarding Children Board - Thresholds of need guidance](#)
- Act as a point of referral for prevent issues; reporting to the Prevent Lead in College – the Lead Safeguarding Officer;
- Risk assess the disclosure of criminal convictions, in accordance with the Criminal Convictions Policy;
- Support the designated Lead Safeguarding Officer on the review of policies and procedures, plus the annual monitoring report to the Governing Body;
- Advise local leadership team of safeguarding issues;
- Act as a source of support, advice and expertise to staff on matters of safeguarding.
- Raise awareness of staff and students locally;
- Liaise with police, Social Care, SSCB regarding individual case investigations.

4.3 The designated local Safeguarding staff

A number of additional staff are identified to support individuals who may be at risk of harm and to promote the welfare of individual students. These staff will act as first point of call for students or parents/carers; for bullying and other issues related to safeguarding, for example: mental health.

Local safeguarding staff will receive regular training on safeguarding and maintain strong links with external and internal supportive organisations. They will refer to designated Senior Safeguarding Officers for all cases where significant harm has been disclosed and/or where the potential for significant harm is likely to escalate.

4.4 All College staff

Safeguarding is 'Everyone's Responsibility' - All staff are provided with training at induction and receive regular updates. See Appendix E for more detail.

4.5 Roles and Responsibility for Safeguarding

An easy guide flowchart can be found in Appendix G outlining roles and responsibilities.

5 Safer Recruitment

5.1 Staff and Volunteers

The College adopts recruitment, selection and pre-employment vetting procedures in line with legislation and best practice available.

The majority of the College's activity is 'regulated activity', the full legal definition of which is set out in: [Schedule 4 Safeguarding Vulnerable Groups Act 2006 - Amended by Protection of Freedoms Act 2012](#). In addition, HM Government have produced a summary factsheet on Regulated Activity in relation to children: [DBS Summary factsheet Regulated activity children](#)

Most employees require an enhanced criminal records check through the Disclosure and Barring Service (DBS). Anyone appointed to carry out teaching work requires an additional check, the barred list check, to ensure they are not prohibited from teaching. This adds checks of the DBS Children's Barred List to the enhanced check. More information is available on the [DBS Website](#) and in [DfE Keeping Children Safe in Education July 2015](#)

Whilst not a legal duty, the College does require supervised volunteers that are undertaking frequent supervised activity in College to provide an enhanced DBS certificate. The College will not require a barred list check. See Appendix F.

The College holds a single central register for all staff and volunteers which lists the checks that have been carried out and the date they were completed.

5.2 Work placement providers

All young students at the College are expected to experience the world of work as part of their study programme. Work placement providers and employers are risk assessed on an individual basis to ensure students are safe. The College ensures that employers are aware of College safeguarding procedures. The College does not require DBS checks from work placement supervisors.

5.3 Student Recruitment

Safer recruitment extends to students as well. The College requests all prospective students to disclose whether they have a criminal conviction. Following disclosure, the designated Senior Safeguarding Officers assess the risk to others and identify any support for the individual.

Some courses, such as those which lead to a career involving working with children, also requires a DBS check. See Appendix F.

6 Safe by Design

The College recognises that students and staff want to feel safe in their learning and working environment. New buildings are designed to comply with Health & Safety regulations with controlled electronic access. Where the College uses existing older buildings, access is controlled where practicable to do so. Thorough risk assessments are carried out on all premises. Further details are available in College Health & Safety Policies and Procedures. [The Sheffield College Health & Safety Policy](#)

Safeguarding Policy

The College requires all students and staff to carry an identity card with them at all times when on College activity. The College employs security staff to assist with the security of our environments. Duty managers are deployed when College is open; these managers receive regular updating regarding safeguarding.

7 E-Safety

The Sheffield College is committed to fully exploiting the internet in teaching and learning and in all aspects of its college business.

However the internet and the expanded prevalence of new technologies have also brought newly emerging risks associated with privacy invasion, cybercrime, cyber bullying, educational misconduct and radicalisation. Further details are available in the E-Safety Policy.

8 Staff Training

All new employees are required to complete an on-line safeguarding awareness course. Established staff receive regular updating either by designated Senior Safeguarding Officers or from training provided by SSCB.

Staff with designated safeguarding responsibility are required to update their training every two years and update their knowledge on specific issues annually. They are also required to organise and/or deliver sessions to raise awareness of emergent issues.

9 Information Sharing and Record Keeping

Information Sharing is vital to safeguard young people and vulnerable adults. There can be significant and occasionally life threatening consequences to **not** sharing information. Therefore, where there has been significant harm or there is potential for significant harm staff are required to share information.

Safeguarding staff use professional judgement regarding the potential for significant harm, keeping the needs of the individual young person paramount.

Consent to share information will be sought, however, there are occasions where information is shared without consent. For further details read the Information Sharing Protocols.

Safeguarding records (paper and electronic) are kept securely by Lead and Senior Safeguarding Officers and, in accordance with guidelines issued by the Sheffield Safeguarding Children Board.

10 Monitoring and Evaluation

Safeguarding incidents, actions taken and staff training are monitored regularly through:

- Annual report to Governors and the Executive Team;
- Bi-annual focus groups
- Annual report to Sheffield Safeguarding Children Board.

Safeguarding Policy

The effectiveness of the policy is evaluated through:

- Ofsted inspection;
- Student feedback;
- Regular safeguarding officer meetings;
- Review of the safeguarding action plan;
- Serious Case Reviews, CYOD reviews, Domestic Homicide Reviews.

List of linked College Policies and Procedures

- Student Anti-Bullying Policy [The Sheffield College Student Anti-Bullying Policy](#)
- Vulnerable Students and At Risk Policy [The Sheffield College Vulnerable Students and At Risk Policy](#)
- E-Safety Policy
- Criminal Conviction Policy
- International Guidelines for Homestay Providers [The Sheffield College International Programmes](#)
- Information Sharing Protocols [The Sheffield College Information Sharing Protocols](#)
- Health & Safety Policies and procedures [The Sheffield College Health & Safety Policy](#)
- Prevent Strategy

12 Agreement Signatures

Chief Executive:

Paul Corcoran

Governor with responsibility for Safeguarding:

Chair of Governors: Richard Wright

Lead Director:

Heather Smith

Senior Member of staff with Responsibility for Safeguarding:

Caroline Morrison

Policy approved by Directors and The Governing Body:

24 November 2014

Policy formally adopted:

November 2014

Policy Amended:

August 2015

Amended Policy approved by Directors and endorsed by the Governing Body:

September 2015

Next Review date:

August 2016

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

General signs of abuse

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated:

Key ones might be missed:

- Be alert to behaviours which appear to be out of character for the individual
- Spending lots of money
- Sudden change in personality or behaviour
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, and cutting).

Safeguarding Policy

- Not receiving adequate medical attention after injuries.
- Showing violence to peers or adults.
- Lacking in confidence or often wary/anxious.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.
- Drinks alcohol regularly and excessively and from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of leaving home regularly.
- Shows challenging/disruptive behaviour at college.
- Attendance drops suddenly and inexplicably

Physical abuse

Marks or injuries which do not have an acceptable explanation may indicate that a student has been abused. This may include:

Bruising

- Bruises on the cheeks, ears, palms, arms, feet, neck.
- Bruises on the back 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 e.g. belt, shoe
- Black eyes

Sexual abuse - see separate guidance on sexual exploitation [DfE Safeguarding Children and Young People from Sexual Exploitation](#)

- Obsessing with sexual images and/or sexting.
- Masturbating in public.
- Having sexual contact with younger children or older adults.
- Pregnancy when the child does not have a boyfriend.
- Sexually transmitted diseases.

Emotional abuse

It is important to remember that some young people are naturally open and affectionate whilst others are quieter and more self-contained. Mood swings and challenging behaviour are also a normal part of growing up for teenagers. Be alert to behaviours which appear to be out of character for the individual.

The following signs may indicate emotional abuse for all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website www.tes.co.uk and also on its own website www.nspcc.org.uk/.

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\) - see also below](#)
- [bullying including cyber-bullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\) - see also below](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against woman and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [radicalisation - Prevent Duty Guidance](#)
- [radicalisation - Channel Duty Guidance](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child Sexual Exploitation (CSE): involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Prevent and the safeguarding of students and staff from the risk of radicalisation and violent extremism

Prevent: It is important to know about the Prevent agenda and how students would be safeguarded from being involved in all forms of violent extremism, along with possible indicators to look for that might indicate someone was becoming involved in extremist activity. The College will include criteria set out in the Channel Duty Guidance [Channel Duty Guidance](#) when an individual is referred to the Channel programme.

Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy;
- They are observed downloading, viewing or sharing extremist propaganda from the web;
- They become withdrawn and focused on one ideology;
- The individual becomes increasingly intolerant of more moderate views;
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups;
- The individual expresses a desire/intent to take part in or support extremist activity.

It is vital to realise the risk of radicalisation does not just come from external speakers. Radicalised students can also act as a focal point for further radicalisation through personal contact with fellow students and through their social media activity.

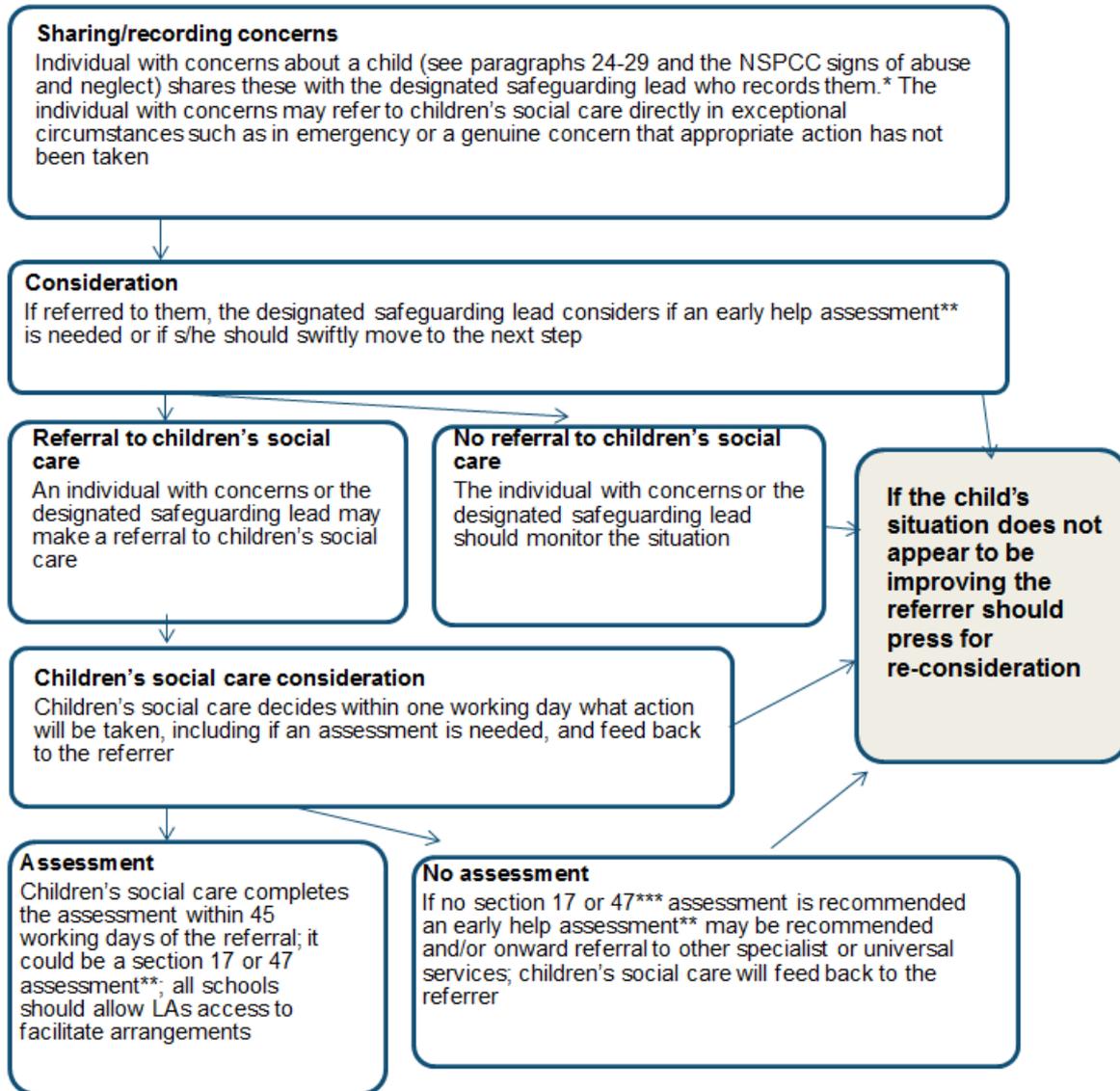
Where radicalisation happens off campus, the student concerned may well share his or her issues with other students. Changes in behaviour and outlook may be visible to staff.

It is key for appropriate staff to have an understanding of the factors that make people vulnerable to being drawn into terrorism; to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorist activity.

From: [DfE Keeping Children Safe in Education July 2015](#)

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**



**In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [DfE Working Together to Safeguard Children 2015.pdf](#) for more information.

Allegations of abuse made against staff

The College is required to comply with the SSCB procedures for managing allegations of abuse made against adults working in an education setting.

These procedures apply to **all** employees of The Sheffield College.

The College recognises the welfare of students is paramount and every allegation will be taken seriously.

The College also recognises that hasty or ill-informed decisions can irreparably damage staffs' reputation, confidence and career. Therefore, it is important that those involved in the allegation maintain an open mind, conduct any investigations thoroughly, without delay and act sensitively and carefully.

Receiving an allegation

Any member of staff receiving an allegation about another member of staff should:

- **Report the allegation immediately to the designated Lead Safeguarding Officer: Caroline Morrison; or the Director of Human Resources: Darren Tidmarsh; or College Principal: Heather Smith.**
- Obtain written detail of the allegation, including date, time and location from the individual/s, ensuring this is signed and dated.
- Record the names of potential witnesses.

Initial considerations

An allegation of abuse is defined as information that a person who works with a young person or vulnerable adult has:

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

The designated Lead Safeguarding Officer (DLSO), or the HR Director will judge whether the allegation meets the criteria. If not, local arrangements will be followed to resolve cases without delay.

If the allegation does meet the criteria the Lead Safeguarding Officer or HR Director must inform the Local Authority Designated Officer (LADO) who will consult the police or social care services as appropriate.

The LADO will **agree** the course of action with the College, particularly the timing and content of the investigation. Once agreed the DLSO will:

- inform the person making the allegation of the investigation and the likely process.
- Inform the member of staff against whom the allegation was made of the investigation and likely process.

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The College may consider whether the circumstances of a case warrants the member of staff being suspended from contact with young people or whether alternative arrangements can be put in place. Any options to avoid suspension will be considered.

Where it is clear that an investigation by the police or social care services is unnecessary, the LADO may advise the College to investigate and take appropriate action. This will range from taking no further action to dismissal.

Supporting those involved

The College has a duty of care to students and to staff.

Support for students

Parents/carers of students involved will be told about the allegation as soon as possible, unless the student has requested, in writing, otherwise. The LADO will advise the College what information can be disclosed to parents/carers.

Students will be offered a named support at College and, in cases of significant harm, or where there may be a criminal prosecution, social care services or the police will consider what support is needed.

Students, parents/carers will also be informed of the outcome of any disciplinary process in confidence. [DfE Working Together to Safeguard Children 2015.pdf](#)

Students, parents/carers will also be informed of the prohibition on reporting, or publishing allegations about teachers. Further details can be found: [DfE Dealing with allegations of abuse against teachers and other staff](#)

In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.

Support for staff

The College will endeavour to minimise the stress inherent in the allegations process.

Staff will be informed as soon as possible of the allegation unless the LADO advises otherwise. The College will identify a HR Business Partner to liaise and support them. Staff will be advised to seek support from their trade union representative or a colleague. Support is also available through First Assist www.first-assist.com; UK Freephone number: 0800 714 017, access for free 24hour telephone counselling and information services.

Confidentiality

The College will make every effort to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated or considered; and act in accordance with the Education Act 2002 and 2011 which detail reporting restrictions for teachers.

Record Keeping

Details of allegations by students or on behalf of students will be stored in the secure confidential student safeguarding file and kept in accordance with advice from SSCB.

Details of allegations that are found to be malicious will be removed from staff personnel records.

For all other allegations, details of the allegation, the investigation and the outcome will be kept in the confidential staff file and a copy provided to the member of staff.

A numerical count of the number of allegations made and the outcome will be recorded in the annual report to Governors for monitoring purposes. The confidentiality of individuals will be maintained.

Outcomes

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

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

If the allegation is substantiated and the member of staff has caused harm, or put at risk of harm a young person or vulnerable adult, or the member of staff resigns, the College has a legal duty to refer to the DBS.

If the allegation is determined to be malicious or unsubstantiated, the LADO will refer the matter to social care services to determine whether the young person or vulnerable adult is in need of services, or may have been abused by someone else.

If the allegation is shown to be malicious, the College will consider disciplinary action against the student who made the allegation; or to refer to the police for consideration.

Interagency working

The College works with external partners and agencies to protect young people and vulnerable adults from harm. Key partnerships and examples of how we work with them include:

Schools:

- Designated college staff link with schools and arrange to visit them to review the list of students who have applied for courses. Issues relating to safeguarding and any vulnerabilities are hi-lighted ahead of students starting their course.
- This information is collated centrally and is RAG rated to draw attention to Senior Safeguarding Officers of those new students and likely support needs.
- Link staff then return to the school once students are established on their course (after 2 weeks) to collect safeguarding files to further inform support.
- Designated link remains a point of contact for any other issues or concerns that school may want to raise.

Sheffield Safeguarding Children Board (SSCB):

- Direct referral by College Senior or Lead Safeguarding Officer if a young person is considered likely to suffer significant harm.
- Representation on the Training and Improvement Group.
- Participation in multi-agency meetings instigated by the SSCB, for example: serious case reviews.
- Acting on advise provided by the SSCB.
- Providing annual update to the SSCB of our safeguarding policies and procedures and, where required the impact of our policies.
- Participating in development programmes provided by the SSCB.
- Consult with Local Authority Designated Officer in cases of allegations of abuse against staff.

Sheffield Sexual Exploitation Services (SSES - Taking Stock):

- A formal agreement around information sharing is under development whereby in the context of informed consent, College is made aware of the names of those students the service is working with.
- This information is then used to ensure appropriate support is in place.
- Ongoing work is undertaken as appropriate between workers at SSES and College supporting individuals which can include college staff attending meetings.

Sheffield Youth Justice Service (SYJS):

- A formal information-sharing agreement is in place whereby SYJS supply the College with a list of those in role at any college site at three points each academic year.
- The College asks for basic detail to be provided, specifically; the name, date of birth, offence type, outcome (in terms of sentence) and a tick if this has been deemed a 'serious case'.
- Individual contact is then made with SYJS workers to inform a risk assessment for the student.

Social Care:

- Direct referral by College Senior or Lead Safeguarding Officer if a young person is considered in need of social care support.
- Direct communication with social workers and support workers linked to college students as appropriate and inclusion of them at relevant meetings held in college.
- Regular sharing of basic information relating to looked after and care leaver student population between Permanence and Through Care and the College.
- Where necessary college staff can lead / contribute towards production of a Family Common Assessment Framework (FCAF) document.

Safeguarding Policy

- Attend meetings related to FCAF as requested.
- Wherever possible ensure attendance or college input at statutory review meetings / personal education plan meetings for looked after children / as requested.
- Working with social care to make arrangements around 1:1 support where this is needed for a student with high level support.

South Yorkshire Police (SYP):

- College maintains regular contact with named link SYP workers (currently two sergeants, Prevent Community Engagement Officers), regularly consulting over both individual cases and wider agendas impacting on our students.
- College complies with information requests from SYP and also makes requests for information to the SYP through use of relevant paperwork.
- College is considered a 'policing partner' and as such receives updates relevant to our students such as information from the National Community Tension team, the Prevent Strategy and National Counter Terrorism with a focus upon keeping students safe.

South Yorkshire Probation Trust:

- A formal agreement around information sharing is to be imminently finalised whereby in the context of informed consent specific information relating to adults on programmes at the college can be shared.
- This information is then used to assess appropriate support and inform risk assessment procedures.
- Individual contact is then made with Probation workers to inform risk assessments as appropriate.

Substance Abuse:

- College refers students to The Corner for support in cases of drugs / alcohol issues.
- The Corner staff have delivered training for college staff relating to awareness of drug misuse and also topical issues e.g. such as Legal Highs.
- Older students can be referred to Arundel Street Project which is an open access project for adults 18+ offering a wide range of associated support.

Youth Services / Multi-Agency Support:

- College has developed a partnership with staff delivering the Youth Contract, called Youth Contract Mentors (YCM), whereby extra support is targeted towards vulnerable students. College supports the signing up of eligible students for this support ahead of starting their course.
- Youth Contract Mentors are based in the college and work closely with college staff to pick up on students who need support accessing external services such as housing / emergency accommodation.
- Where students leave their courses the YCMs can make sure they are followed up, offered information, advice and guidance (IAG) and referred directly to the relevant Community Youth Team. This is a multi-agency team based in the locality who can help with prevention of involvement of young people in criminal activity and actively engage them into Education, Employment or Training.
- All other students leaving mid-course are routinely referred to Sheffield Futures for IAG.
- Some students are already working with a local Multi Agency Support Teams (MAST). MAST teams are part of the city's early intervention and support strategy. College staff can attend meetings called by MAST and refer students into the service for support.

Dealing with allegations of abuse

All staff are provided with training at induction and receive regular updates. Staff should be familiar with the signs of abuse.

Safeguarding is 'Everyone's Responsibility' – **all** staff have been issued with a card which they are required to carry on their person when on College premises or activity.

If staff have any concerns that a young person or vulnerable adult is at risk of, or is being abused, they **MUST** report this.

Don't think... "What if I'm wrong?" **THINK...**"What if I'm right?"

This also applies if staff have concerns or have witnessed someone being bullied. The Sheffield College is committed to students' right to learn in an environment that is safe and free from discrimination and bullying. Bullying is totally unacceptable. The College will challenge bullying in all its forms and take quick clear and decisive action to protect students, in accordance with its Student Anti-Bullying Policy [The Sheffield College - Student Anti-Bullying Policy](#)

If a student tells you (the member of staff) about possible abuse:

DO

- Stay calm and reassuring
- Listen, let the student speak unprompted and take what the student says seriously
- Explain you will need to involve other people and why
- Make a written record
- Inform any designated safeguarding staff at the earliest opportunity, or in an emergency, if there is a risk of immediate, serious harm, anyone can make a referral to Social Care Services.
- Get support for yourself should you need it.

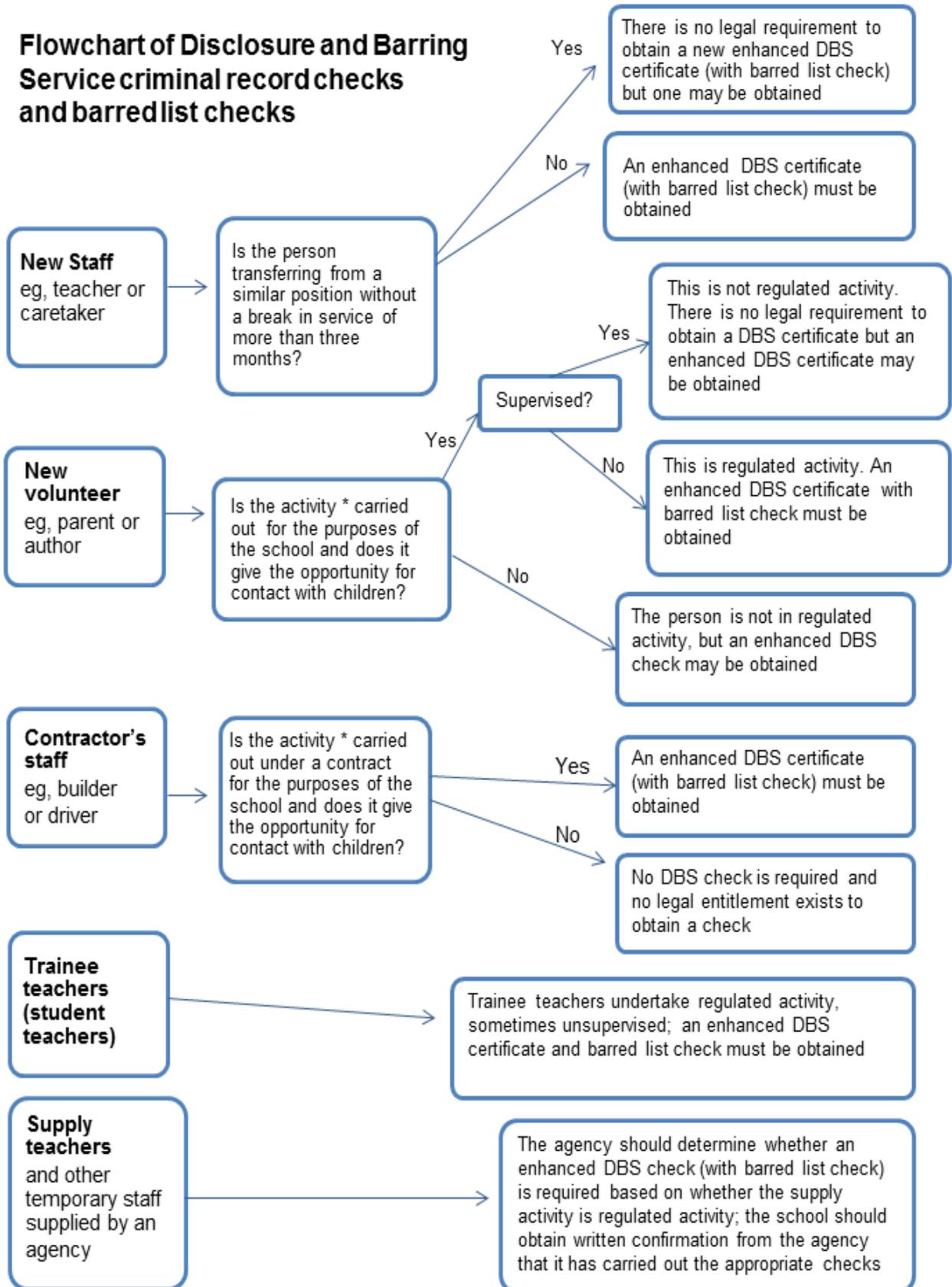
DO NOT

- Promise confidentiality
- Make promises or reassurances you cannot keep
- Investigate
- Press for details
- Keep the information to yourself
- Record sensitive information on Pro Monitor

If the allegation of abuse is against a member of staff, inform the designated Lead Safeguarding Officer: Caroline Morrison or the Director of HR: Darren Tidmarsh.

If an allegation of abuse is made about a senior member of staff and you are uncomfortable with referring the allegation internally, you can contact the Local Authority Designated Officer or the SSCB.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

The Sheffield College: Roles and Responsibilities for Safeguarding

