



Safeguarding and Child Protection Policy

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Mission Statement

St John Rigby College is a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. In becoming an outstanding learning organisation, SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will provide a unique and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated and dedication is rewarded. To achieve this as a community we will:

- Welcome all students who are happy to be educated within a Christian environment
- Value the uniqueness and dignity of each individual
- Provide the highest standards of teaching and learning
- All show a commitment to our work and the Christian values of the College
- Provide equality of opportunity, with mutual respect and positive encouragement
- Build and further develop local, national and international partnerships

Core values in daily life at St John Rigby College are expressed as:

- Genuine concern for others
- Support for and challenge of one another
- High standards and expectations
- Consistency and perseverance
- Recognition of talents, progress and achievements

1. Child Protection and Safeguarding Policy Statement

St John Rigby College fully recognises the importance of its responsibility to the wellbeing of all children and young people and to the guidance, it provides for its staff. It continues to be our highest priority. We are committed to the contribution we can make and the leadership that we can provide in protecting and safeguarding young people by:

- Raising Awareness**
Informing staff, learners and visitors about the College's continuing commitment to protecting and safeguarding learners and other vulnerable children and young people.
- Prevention**
Staff being aware of the range of difficulties and risks faced by children and young people potential range of learner needs and to promote the College's supportive and inclusive ethos and to promote a strong pastoral system, in which learners find staff approachable to enable communication of any problems which may be affecting their lives. The College has increased the level of e safety filtering and screening in line with its PREVENT duties.
- Protection**
By following agreed LSCB procedures, Ensuring that staff are informed and aware of the College's policies, guidelines and procedures, and are supported to respond quickly and appropriately and sensitively to Child Protection and Safeguarding concerns. For us to ensure that students are taught about Safeguarding and Child Protection and that they are aware of the support systems in College,

- **Support**
Supporting learners who have concerns about abuse and to College staff who support them.
- **Collaboration**
Acknowledging that when working with young people from partner institutions it is the responsibility of that the home institution to ensure that all Child Protection and Safeguarding legislation and procedures are ensured for their learners. This responsibility lies with the College when our students are engaged in College activities off site.

2. Introduction – College Commitment

2.1 This Policy applies to all College staff and to all learners, on site or off site. St John Rigby College is committed to promoting the safety, self-awareness and support of all its learners, through clear lines of communication with all members of staff. The College will therefore:

- Ensure College staff know that there are recognised formal procedures to be followed when they become aware of an issue of concern relating to Child Protection or Safeguarding. Staff are trained to pass on any concerns about any child or young person to the Designated Safeguarding Leads in the College. They should also pass on any concerns about staff conduct. DSLs will identify and act on the need for Early Help in line with procedures and policies identified in the Local Safeguarding Children Board (LSCB) policies and procedures available at <http://greatermanchesterscb.proceduresonline.com/> A Threshold Document is available in 2.4 under Thresholds for Children's Social Care and will assist in identifying how best to meet a learners needs.
- The provision of Early Help should form part of a continuum of help and support and respond to the different levels of need of individual learners.
- Provide clear operational guidelines for all College staff which state what action should be taken where there is a concern.
- Ensure that Child Protection and Safeguarding concerns and referrals are handled sensitively and in line with the College, LSCB and legislative obligations.
- Ensure that staff receive annual training to develop their knowledge and skills to deal with Child Protection and Safeguarding situations.
- Ensure that the College Counsellor is afforded the time to meet with her external supervisor.
- Ensure that the DSL attends the National Conference annually.
- Promote the Wigan Safeguarding Children Board staff development programme and subscribe to an annual Service Level Agreement so that relevant staff on an annual basis access it.

2.2 St John Rigby College is committed to the multi-agency approach to Safeguarding and Child Protection. The College will therefore:

- Ensure that Greater Manchester and Local Authority Safeguarding and Child Protection Policies are adhered to.
- Ensure that the College Counsellor's role is fully supported and understood in the context of Safeguarding.
- Ensure that partners working with our learners comply with this policy. This policy is shared with partners for example work placement providers, for them to adhere to should there be a concern about one of our students being a safeguarding risk.
- Access training for staff via Wigan Local Authority and the Local Safeguarding Children Board (LSCB).
- Liaise with and establish effective working relationships with the Police, Public and Social Care Teams, and Greater Manchester and Local Safeguarding Boards and any other agency as required. This will include the LSCB's 'Encompass Protocol', which provides support for young people who have experienced domestic abuse in their household.

2.3 The Children Act 2004 defines a child as a person under the age of 18 years and embraces the welfare of all children and young people. Child Protection and Safeguarding is the responsibility of all adults working with children and young people. The welfare and safety of all young people in the College is of paramount importance and, the College makes its legal responsibility with regard to issues of 'child abuse' and Safeguarding its highest priority. The College therefore:

- Accurately maintains the Single Central Record of employees and any other professionals engaged in regulated activity with our students. The Principal is responsible for the Single Central Record and meets regularly with the HR Manager to ensure that it is maintained.
- Teaches safeguarding including information regarding the risks associated with extremism and radicalisation and encourages all learners to become more self-aware and recognise situations where they are potentially vulnerable.
- Ensures that information is brought to the attention of parents / guardians on behalf of students as appropriate e.g. ICT and e Safety, issues concerning their sons / daughters, area wide issues.
- Ensures that all staff are aware of College procedures regarding having visitors or contractors on site.

2.4 St John Rigby College will prevent people who pose a risk of harm from working with children and young people by adhering to statutory responsibilities detailed in 'Keeping children safe in education', September 2016, to check all staff who work with learners, taking proportionate decisions on whether to ask for any checks beyond what is required, and adhering to the College Recruitment and Selection Policy at all times.

3. Handling Sensitive Information – Confidentiality

3.1 College Policy on Confidentiality

College staff cannot offer absolute confidentiality to learners when:

There are clear situations where it is essential that staff share information with the Designated Safeguarding Lead (DSL)¹

- Where there is a possibility that there is or could be a risk of harm to any learners.
- Where there is a possibility that any sibling or any other child could be at risk of harm.
- In situations when staff find themselves unsure about what action, if any, to take, they should discuss the situation face to face or by telephone (but not by email) with the DSL, Deputy DSL or Principal who will decide upon a course of action.

3.2 Confidentiality Procedures

Child Protection may raise difficult issues of confidentiality.

All staff have a professional responsibility to share information regarding child abuse or potential abuse with the College's DSL or Principal – Deputy DSL.

If a member of staff thinks that a learner is about to reveal abuse or a safeguarding risk they must sensitively point out to the learner that they are willing to listen but they have to inform someone else.

Sometimes a learner may 'blurt' out details of abuse or a safeguarding risk, before the member of staff has a chance to explain their responsibility. In such a situation the member of staff should inform the learner as soon as possible of what is likely to happen next and that they are duty bound to share the information with the DSL or Principal – Deputy DSL.

When information is passed on to the DSL, Deputy DSL or Principal, the Student Disclosure Record will be completed by the DSL, Deputy DSL or Principal with the member of staff. This record is proof that the member of staff has passed on the information and it is stored securely² by the DSL, Deputy DSL or Principal with other referral documentation on the confidential student file.

3.3 Listening

If the learner wishes to proceed then listen carefully, acknowledge the seriousness of the situation and let the learner know that you understand.

Please ensure that you do not ask any leading questions which imply that something has happened. If you have to ask a question, ask short questions such as:

¹ Where this policy refers to the DSL, in the case of absence of the DSL from College, the Assistant Principal will be the first point of contact and then the Principal

²Storage and Access: Disclosure information is held separately in a lockable, non-portable storage container with access strictly controlled and limited to the Chair of Governors, Principal and the DSL. The Principal holds the second key for use in the absence of the DSL.

Where were you? What time? What did they say?

The main task at this time is to listen to the learner. When the learner pauses and seems to have said what is important to them, summarise accurately what they have said, in writing.

The learner should be assured that the matter will be discussed only with the people who 'need to know' about it, i.e. DSL, Deputy DSL or Principal and Police Officers, the Duty Team and Social Workers who specialise in child protection.

Learners need to be advised as to what will happen next. Be honest about not knowing in detail what will happen as far as the other agencies or workers are concerned.

3.4 The Role of the College Counsellor

The College Counsellor, by nature of the role, works with students who are facing significant difficulties. It is College Policy that the College Counsellor must be a fully qualified BACP accredited counsellor and will offer specialist programmes of support and therapy. The Counsellor works closely with the DSL, Deputy DSL or Principal in order to continue to review and undertake appropriate procedures and best practice and to make safeguarding referrals to the DSL, Deputy DSL or Principal as appropriate.

4. Allegations of abuse against staff

4.1 St John Rigby College will adhere to the procedures set out under "Managing allegations of abuse made against Adults who work with Children and Young People. This can be found via the following link: <http://greatermanchesterscb.proceduresonline.com/>"

4.2 If a member of staff has concerns about the conduct of another member of staff, this should be referred immediately to the Designated Safeguarding Lead, Deputy DSL or in their absence to the Principal. Where there are concerns about the DSLs this will be referred to the Principal and where there are concerns about the Principal this will then be referred to the Chair of the Board of Governors.

4.3 All allegations will be taken seriously and the College will ensure that allegations are discussed with the Local Authority Designated Officer (LADO) by the Principal and / or an appropriate member of the Senior Management team.

4.4 In the event of the Principal or the DSL or Deputy DSL being absent from College, advice about contacting them (without disclosing any details of the allegation) should be sought from the Principal's PA or another member of the Senior Leadership.

It is vital that any original notes made at the time and any subsequent written reports are kept for examination by investigating police officers. Such documents could play an integral part in any criminal proceedings. The DSL, Deputy DSL or Principal must keep the original notes.

4.5 In some circumstances, the allegations may be dealt with by other agencies, if this should be the case the College will cooperate and support this action. Any investigation by the police or social

services department will take priority over an internal investigation by the College. An internal College investigation should not run alongside a police or social services enquiry, but should be held in abeyance pending the completion of the external investigation.

4.6 Where allegations are substantiated, the College will ensure that any specific actions recommended as an outcome of the investigation are undertaken and exit arrangements managed as outlined in "Keeping Children Safe in Education 2016 " Guidance page 49 /50 .

4.7 The Duty to Refer to the Disclosure and Barring Service (DBS) became a legal duty in October 2009. The conduct and / or conviction of the member of staff involved must be passed on to the DBS via the Local Authority Designated Officer (LADO). The DBS helps employers to make safer recruitment decisions by helping prevent unsuitable people from working with children and young people. The role of the DBS is to process requests for criminal record checks, to decide whether it is appropriate for a person to be placed on or be removed from a barred list and provide an online DBS service.

4.8 It is a criminal offence to employ someone who is barred (October 2009).

4.9 It is a criminal offence to seek employment involving working with children if barred (October 2009).

5. Anonymity

Teachers are the only professional group in England who have legal anonymity. Where a student, their parent, friend or another member of staff relating to a student makes an allegation against a teacher that a criminal offence has taken place, no information can be published that would lead to identification of that person before they are charged or summonsed. There is no such protection in law for support staff. Anonymity is removed when proceedings for the offence have been instituted (a summons or warrant issued or a charge made).

6. Reviewing and Monitoring Procedures

It will be the responsibility of the DSL, Deputy DSL or Principal to review and monitor the procedures and to seek the advice of the Local Safeguarding Children Boards and Social Care in bringing about changes in the agreed procedures.

7. Allegations – What to do if you are worried a Student, other child or young person is being Abused

If you have concerns that may be related to child protection, where any child or young person may have been harmed or be at risk of harm e.g. Physical, sexual, emotional abuse, or neglect or radicalisation, you must talk to the Designated Safeguarding Lead or the Principal Deputy Safeguarding Lead immediately. If you are unable to contact them in person, you can should ask a member of the college office staff to find them and ask them to speak with you urgently regarding a confidential safeguarding matter.

Details for of the people you should talk to are:

- Designated Safeguarding Lead (DSL): Anne White, Vice Principal - Students
- Deputy DSL: Rosie McKelvey, Assistant Principal
- Principal: Peter McGhee



Anne White



Rosie McKelvey



Peter McGhee

Updated guidance and new legal obligations are sought on an annual basis and the Designated Safeguarding Lead (DSL) will attend the Child Protection in Education National Conference every year. We commit to exceeding the current requirement for staff training every three years, by training and updating all staff annually, by accessing as appropriate the programme of training available through the Wigan Safeguarding Children Board and by providing Safeguarding and Child Protection training for all new staff to the College.

This policy has been written to inform staff about the College's commitment to Child Protection and Safeguarding, and the timeliness and seriousness with which it responds to allegations of abuse.

This policy has also been revised and brought in line with statutory obligations to Safeguarding and with the key publications and should be read in conjunction with:

"Working Together to Safeguard Children "(2015) which is statutory guidance followed by all those providing services for children and families, including those in education. The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

"Keeping Children Safe in Education "(September 2016) which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

<HTTPS://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

"What to do if Worried a Child is being Abused: Advice for Practitioners " (March 2015). The guidance is available via the following link:

<https://www.gov.uk/government/uploads/system/uploads/attachmentdata/file/419604/Whatto doifyoureworriedachildbeingabused.pdf>

"Information sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People and Carers " The guidance is available via the following link:

<https://www.gov.uk/government/uploads/system/uploads/attachmentdata/file/419628/Informationsharingadvicesafeguardingpractioners.pdf>

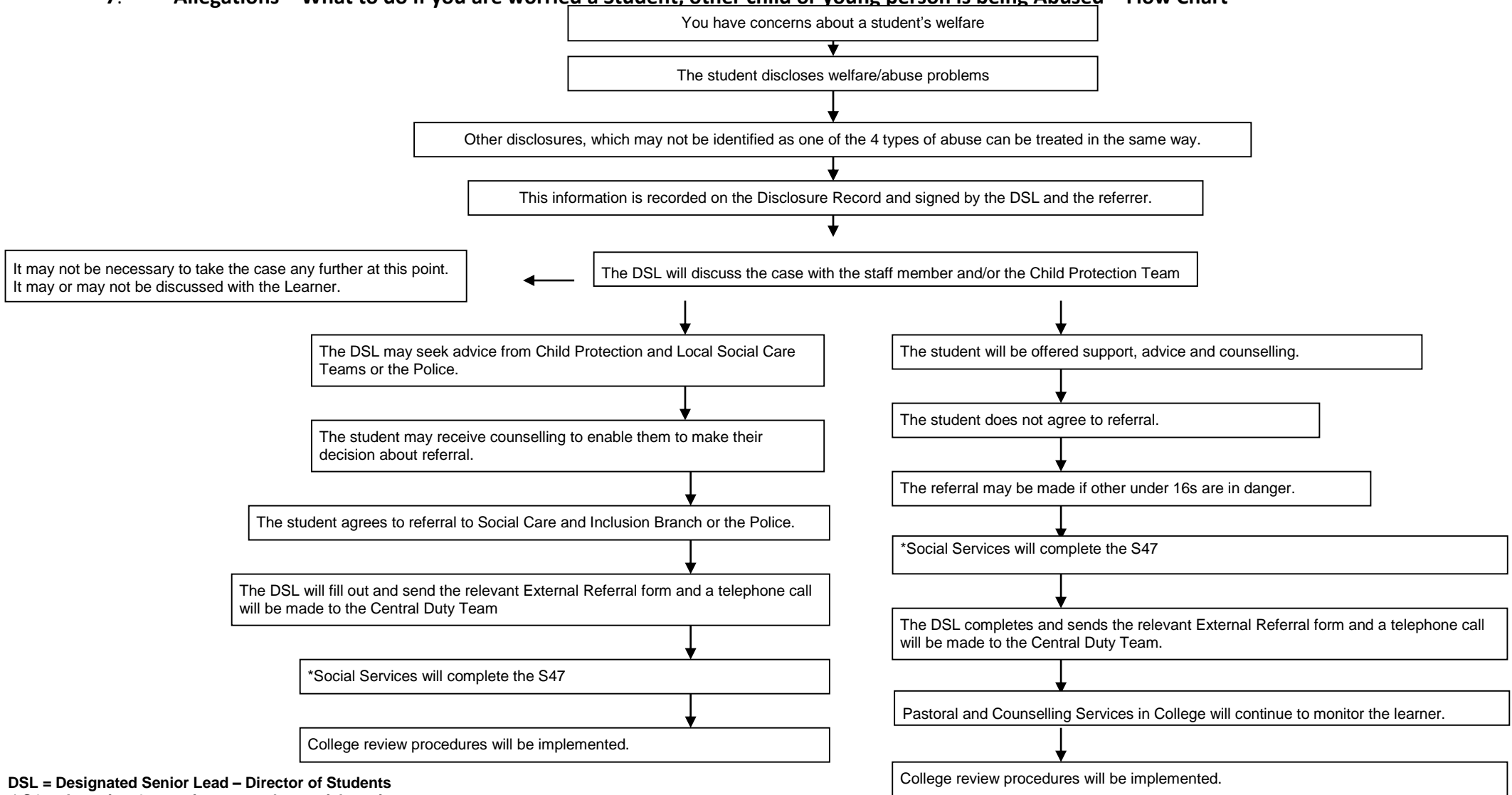
"The Prevent Duty Departmental, advice for Schools and care providers" (June 2015) This guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-Prevent-Duty>

Furthermore we will follow the procedures set out out by Greater Manchester with whom Wigan LSCB is a partner: <http://greatermanchesterscb.proceduresonline.com/>

1. The Children Act 2004: Every Child Matters: Change for Children
2. Working Together to Safeguard Children: A guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE, March 2015)
3. Keeping children safe in education (DfE, September 2016)
4. Dealing with Allegations of Abuse Against Teachers (DfE, October 2012)
5. The Teacher Standards 2012
6. Children's Society Report: Safeguarding Young People 11 – 17
7. Safeguarding Matters – The Archdiocese of Liverpool Schools' Department
8. National Counter Extremism and Radicalisation Strategy – CONTEST

7. Allegations – What to do if you are worried a Student, other child or young person is being Abused – Flow Chart



DSL = Designated Senior Lead – Director of Students
 * S47: A section 47 enquiry means that social services must carry out an investigation when they have reasonable cause to believe that a child / young person living in their area has suffered or is likely to suffer significant harm. The DSL will make representations to Social Services as appropriate.

8. Recording Incidents of Abuse

The member of staff reporting the incident must complete the Disclosure Record, with the College DSL, to record in detail the allegation of abuse or safeguarding risk being made by the complainant.

The Disclosure Record and any additional notes or commentaries will also be used in consultations with the LADO, Social Care and / or the Police and is helpful if it contains -:

- Full name and date of birth and student individual ID number for the learner and other members of the family that may be known.
- Address and daytime telephone numbers for parents / carers and any previous addresses known
- Whereabouts of the learner and siblings if known
- Learners ethnic origin and main language
- Actions taken and people contacted, including Early Help documentation if appropriate
- History of any previous concerns
- Special needs of the learner, including any need for an interpreter
- A clear indicator of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- Details of the person making the referral

The record or its copy will be kept in a secure confidential file by the DSL.

The details of the allegations should not be discussed with any staff who do not need to know.

In the case of any uncertainty, the College's DSL will support the member of staff making the referral and will seek the advice of any other relevant professional.

9. Critical Incidents

A critical incident is a crisis that impacts on the College community, for example the sudden death of a student or teacher. A critical incident is one that requires an extra response that is above and beyond a normal day-to-day response. When such incidents happen, it can be a devastating time for our community. However, research demonstrates that by taking certain steps and allowing the normal grief process to take its course, we can reduce the long-term impact of this distress and to safeguard all personnel appropriately. Critical Incident Guidance for Educational Settings is available from Wigan Council and the Educational Psychology Service will work alongside us to support us. Appendix 3 is the Responding to Critical Incident Flowchart for reference.

Related Policies:

- Child Protection and Safeguarding – Allegations against staff (Further guidance for safe working practice)
- Confidentiality and Disclosure of Information Statement
- Counselling Policy
- Data Protection Policy
- Dealing with Allegations of Abuse Against Staff Procedures
- Disclosure and Confidentiality Procedures
- Educational Visits Policy

- Extremism and Radicalisation Risk Assessment
- Learning Difficulty, Disability, Medical / Health Disclosure Procedure
- Preventing Extremism and Radicalisation Policy
- Staff Recruitment and Selection Policy
- Staff Code of Conduct
- Staff Disciplinary Policy
- Student Disclosure Record
- Student Information and Agreement Booklet
- The Use of Reasonable Force Policy (includes Appendix policy on searching students)

Appendix 1: Types of Abuse and Neglect

Taken from 'Keeping Children Safe in Education (DfE, September 2016)

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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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.

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (Revised Prevent Duty Guidance for England and Wales, issued on 12th March 2015 and revised on 16th July 2015, definition)

Specific safeguarding issues

1. GM and LSCB Policy and Procedures

In understanding the signs and indicators of specific issues St John Rigby College can seek further advice and guidance by accessing the LSCB guidance via:

<http://greatermanchesterscb.proceduresonline.com/>

2. Prevent Duties

St John Rigby College will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Principal and Chair of Governors will: - Establish or use existing mechanisms for understanding the risk of extremism - Ensure staff understand the risk and build capabilities to deal with issues arising - Communicate the importance of the duty - Ensure all staff implement the duty.

St John Rigby College will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. The College will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, educating learners and building our learner's resilience to radicalisation.

St John Rigby College is committed to providing effective filtering systems and this will include monitoring the activities of learners on-line in the college.

St John Rigby College will use the relevant forms to record any concerns, keeping records and storing them appropriately.

3. Child Sexual Exploitation

All suspected or actual cases of CSE are a Safeguarding concern. If any staff are concerned about a learner they will refer the matter to the DSL within the college. Further guidance is available in 4.5 of <http://greatermanchesterscb.proceduresonline.com/>

Risk factors include: -

- Going missing
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts /money
- Repeated concerns about sexual health
- Decline in emotional well being
- Becoming involved in offending behaviour.

4. Safeguarding Children from Trafficking and Modern Slavery

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, benefit fraud.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Further guidance on this can be found in 4.26 of:

<http://greatermanchesterscb.proceduresonline.com/>

This procedure should be read in conjunction with the Statutory Guidance for Local Authorities on the Care of Unaccompanied Asylum Seeking and Trafficked Children.

See also Home Office Circular: Modern Slavery Act 2015

In November 2016, a link was added to the Modern Slavery Act 2015 Home Office Circular.

5. The sending of indecent images from one person to another through Digital Media Devices

This is a Safeguarding concern and one that is increasing which requires a robust response. Advice and guidance can be Found in 4.2 paragraph 8 of LSCB procedures "Safeguarding children and young people on line" and from the [DfE guidance 2014 on Searching Screening and Confiscation Advice for Schools](#). This guidance explains powers of screening and searching learners so that staff have the confidence to use them. It particularly explains the use of the power to search learners without consent, prohibited items that can be searched for and what powers there are to confiscate prohibited items when found.

6. Living with Domestic Abuse and Violence

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. This isn't just physical violence – that domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship and can

continue even after the relationship has ended. Both men and women can be abused or be abusers. The definition of domestic abuse includes so called 'honour' based violence, Female Genital Mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Parents or carers may underestimate the effects of the abuse on their children as domestic abuse can be deeply embedded into the pattern of family life and victims and perpetrators may not define or recognise their experience as domestic abuse. Learners can be reluctant to acknowledge or disclose this type of abuse for fear of services becoming involved and possible reprisals. However, a learner who is a witness to domestic abuse and violence is suffering child abuse.

Young people may also suffer domestic abuse and violence within their own relationships. The definition of Domestic Violence and Abuse has been extended to include young people aged 16 and 17.

Signs to look out for in learners:-

- Taking part in dangerous or harmful behaviours;
- Getting into trouble;
- Are unhappy;
- Are worried;
- Are angry and have violent outbursts;
- Find it difficult to control emotions;
- Have sleep difficulties;
- Are afraid of getting hurt;
- Are afraid of someone else getting hurt.
- Becoming aggressive
- Displaying anti-social behaviour
- Suffer from depression or anxiety
- Not doing as well at school - due to difficulties at home or disruption of moving to and from refuges

Further advice and guidance can be found in 4.16 of:

<http://greatermanchesterscb.proceduresonline.com/>

7. Female Genital Mutilation

St John Rigby College recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed that an act of FGM has been carried out on a girl under the age of 18 in the UK.

All suspected or actual cases of FGM are a Safeguarding / Child Protection concern and Safeguarding procedures will be followed.

Further guidance is available in 4.19 of <http://greatermanchesterscb.proceduresonline.com/>

Signs may include:-

- Days absent from school
- Not participating in Physical Education
- In pain
- Restricted movements
- Frequent visits to the toilet
- Confides she has had a “special” procedure or cut
- Plans to take a holiday or extended leave to a country known to practice FGM.

8. Allegations of abuse against other children / Peer on Peer Abuse

St John Rigby College recognises that some learners abuse other learners, and acknowledge the reasons for this can be complex and multifaceted. We understand that as a college we need clear procedures in place to report and manage such concerns and incidents. We aim to reduce this behaviour and any related incidents with the aim to eliminate this conduct within the college.

Peer on Peer abuse is a Safeguarding matter and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the <http://greatermanchesterscb.proceduresonline.com/> . This may mean a referral to the Police or Social Care. The college will consider and may apply the disciplinary policy. The college will offer support to the victim.

St John Rigby College recognise peer on peer abuse can take some of the following forms :- Language seen as derogatory, inflammatory or demeaning - Unwanted banter - Sexual harassment - Hate - Homophobia - Based on gender differences or orientation - Based on difference.

St John Rigby College are working hard to be proactive to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

The College carries out an annual student bullying survey which is accessible to all. The purpose of the survey is to:

- gather intelligence about the incidence of bullying.
- to identify the perceived reasons for bullying.
- to canvas the student view of the effectiveness of the College in dealing with bullying incidences.
- identify trends to inform and corrective interventions.

9. Forced Marriage

A clear distinction must be made from the outset between a forced marriage and an arranged marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/ young person

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse and is therefore a Safeguarding/ Child Protection matter. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15 per cent of victims are male. Local Safeguarding procedures are aimed at dealing with forced marriage for a child/young person under 18 years of age.

St John Rigby College will work within the Local Safeguarding procedures which can be found on <http://greatermanchesterscb.proceduresonline.com/> in 4.20 and in partnership with other relevant agencies and members of local communities, and will work towards empowering individuals to develop support networks and through education programmes

The Designated Safeguarding Lead will ensure that they are kept up to date regarding any local preventative/education/awareness raising programmes, which exist.

Any attempts to intervene with families involved in the practice of forced marriages must be approached in a culturally sensitive and non-punitive manner with appropriate and helpful professionals who can communicate effectively with the family concerned. Any contact with the learner or the learners family should only be initiated as an agreed outcome from a Strategy Discussion/Meeting and with the consent of the child or young person.

Risk indicators are:-

- Family History

- Siblings forced to marry
- Family Disputes
- Domestic Violence and Abuse
- Running Away from Home
- Unreasonable Restrictions
- Truancy
- Withdrawal from School Life
- Low Motivation
- Self Harm
- Isolation and Depression

10. Fabricated and Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

Concerns that a learner's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example St John Rigby College staff where a learner is frequently absent from the college on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FII. However, the paediatrician will almost always need the help of social care and other agencies in gathering information needed to confirm or refute the diagnosis. The paediatrician will play a key role in the collation and interpretation of health information / evidence for non- health professionals.

In the majority of cases of identifying FII, there will be uncertainty and insufficient evidence to be confident that this type of abuse is taking place. Uncertainty regarding this matter can be reduced by establishing clear facts and a chronology of events.

The following checklist can be used by any professional dealing with a possible case of FII -:

Focusing on safeguarding and promoting the welfare of the child or young person at all times;

Complete a chronology, listing what is evidence-based. This should be started before a referral to children's social care unless the concerns are urgent or there is already evidence of significant harm

There is a need to cross reference the chronologies for different children in the family as illness behaviour can switch between different children in the family;

Listing inconsistencies and gathering more information from family members and other professionals to clarify inconsistencies;

Continuing to observe child and family - are patterns emerging?

Keeping detailed records: being specific about the evidence base/source of information - for example, observation, informed opinion, hearsay, etc.

Further information and guidance can be found in 4.18 of <http://greatermanchesterscb.proceduresonline.com/>

11. Private Fostering

Private fostering is a safeguarding matter and is defined as when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity)

Examples of Private foster arrangements are as follows -:

- Learners sent from abroad to stay with another family
- Learners on holiday exchange
- Teenagers who have broken ties with their parents and are staying in short term arrangements with friends or other non-relatives
- Learners living with host families whilst studying

By law, Children's Social Care must be informed about all private fostering arrangements, within the following timescales:

- If the learner is not yet living with private foster carers - Six weeks before the arrangement is due to start
- If the learner will move in with private foster carers in less than six weeks - immediately
- If the learner is already living with private foster carers - immediately

Private foster carers are legally required to notify their council but many do not, often because they do not know that they have to do so. If St John Rigby College becomes aware of such an arrangement DSLs will explain to parents and carers that this notification is a requirement and explain to them that if they do not inform the Local Authority the College have a duty to do so. It is an offence not to notify the local council of a private fostering arrangement.

It is vital that Children's Social Care is aware of such arrangements to enable them to safeguard and promote the welfare of potentially vulnerable children.

After discussion with the Designated Safeguarding Lead contact will be made to -:

Children's Duty Service - Telephone: 01942 828300

On receipt of this notification Social Care will -:

Visit the child and private foster carer

Advise and support private foster carers, parents of privately fostered children and privately fostered children

Determine if the private fostering arrangement promotes a child's welfare and protects them from harm

Help make sure the child's racial, cultural, linguistic and religious needs are being met.

HELPFUL CONTACT DETAILS

Wigan Early Help Hub – 01942 486262

Wigan Children's Duty Service - 01942 828300

Lancashire Children's Customer Care - 0300 123 6720

Wigan Local Authority Designated Officer (LADO) - 01942 486034

Lancashire Local Authority Designated Officer (LADO) - 01722 536694

NSPCC - National Helpline - 08008 800 500

Prevent - DC Jane Wilcock - JaneA.Wilcock@gmp.pnn.police.uk

Child Sexual Exploitation- itsnotokay.co.uk

Appendix 2: Statutory Framework

The Roles and Responsibilities of all those working in the education services are clearly defined in “Working Together to Safeguard Children”(DfE 2015).

Section 10 of the Children Act 2004 (duty to cooperate) requires each local authority to make arrangements to promote cooperation between the authority, each of the authority’s relevant partners and such other persons or bodies working with children in the local authority’s area, as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority’s area, which includes protection from harm or neglect

Section 175 of the Education Act 2002 (duty to safeguard and promote welfare and regulations), places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out below. In addition schools and colleges should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff*.

Colleges should:

- have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training:

- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and

all professionals should have regular reviews of their own practice to ensure they improve over time

- clear policies in line with those from the Local Safeguarding Children's Board for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Appendix 3: Responding to Critical Incident Flowchart

