



**SAFEGUARDING  
AND CHILD  
PROTECTION  
POLICY AND  
PROCEDURES**

**2020/21**

# **SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES**

## **Responsibility**

**SMT member:**        **Designated Safeguarding Lead and Deputy Designated Safeguarding Lead  
(For details see Appendix 1)**

**Together with:**     **All Staff**

## **Aim**

Hereford Sixth Form College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and young people receiving education and training at the College. All our learners have the right to feel safe and protected whilst at college. Safeguarding is everyone's responsibility and the best interests of the child or young person are paramount. Everyone who comes into contact with children, young people and their family and carers has a role to play in safeguarding children and young people.

The College has a duty to work with local safeguarding partnerships in order to ensure that safeguarding procedures are effective and support and protect our learners during their time at the College. This policy and the accompanying procedures are in line with the Safeguarding Children and Young People in Herefordshire Partnership procedures. There are three local safeguarding partners jointly leading the partnership which are: Herefordshire Council: Represented by the Director of Children's Services, West Mercia Police: Represented by the Superintendent Policing Commander for Herefordshire Local Policing Area and the Herefordshire Clinical Commissioning Group: Represented by the Head of Safeguarding & Designated Nurse for Safeguarding Adults and Children.

The college is aware of its duties to report and refer safeguarding concerns as appropriate and in line with the Herefordshire levels of need threshold guidance which can be accessed through the link below:

### **[Herefordshire Levels of Need Threshold Guidance](#)**

This threshold document includes: the process for the early help assessment and the type and level of early help services to be provided and the criteria, including the level of need, for when a case should be referred to the Herefordshire Multi-agency Service Hub (MASH) team for assessment, Guidance regarding making a referral can be accessed via the following link:

### **[Report concerns about a child](#)**

The MASH team staff, following a referral made, will gather information from every agency and use this to decide the most appropriate intervention to respond to the child's identified needs. The MASH team can immediately

trigger a response when required which means they are able to respond to a child's needs quickly and effectively.

In the case of a student living outside of Herefordshire the appropriate local safeguarding children partnership board's guidance and referral process will be accessed, referred to and followed in order to report safeguarding and child protection concerns to the appropriate children's social care team/safeguarding partnership.

The college is aware that they will also may have vulnerable adults who we may need to support to keep them safe from harm and significant harm.

The Care Act 2014 informs us that safeguarding duties apply to an adult who is over 18 years of age, who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs); and
- Is experiencing, or at risk of, abuse or neglect; and
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

(Source: [Care and support statutory guidance](#) page 229)

Thus all adult students who meet the above criteria may be defined as an Adult at Risk.

In circumstances where there is concern that this adult may be at risk of harm or significant harm, advice and an appropriate referral may be made to the Herefordshire Safeguarding adult board for support and action or the Adult safeguarding board in the local authority in which that young person resides. A link to the Herefordshire Safeguarding Adult board website is detailed below:

[Herefordshire Safeguarding Adults Board](#)

## **Policy Scope**

Throughout this policy, reference is made to "children and young people". This term is used to mean "those under the age of 18" but the governing body recognises that some adults are also vulnerable to abuse.

The Working Together to Safeguard Children Guidance Policy 2018 (<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>) and Keeping Children Safe in Education Sept 2020 (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) and the accompanying procedures are key statutory documents for safeguarding children in schools and colleges. Their major aim is to encourage a consistent approach and a standard of good practice in safeguarding and promoting the welfare of children and will be fully regarded when carrying out Hereford Sixth Form College's duties to safeguard and promote the welfare of children.

For the purpose of this policy safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing 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; and taking action to enable all children to have the best outcomes.

(Source: Keeping Children safe in Education, Sept 2020 pg. 5).

The college is committed to working together with other professionals and agencies in promoting and safeguarding adult students at risk and their welfare and safeguarding them from abuse and neglect.

Adults' safeguarding legislation and government guidance says that with regard to adults at risk safeguarding means:

- Stop abuse and neglect wherever possible;
- Prevent harm and reduce the risk of abuse or neglect to adults with care and support needs;
- Safeguard adults in a way that supports them in making choices and having control about how they live; and
- Promote an approach that concentrates on improving life for the adults concerned. (*Care Act 2014*).

It is important for guidance that this policy is read in conjunction with the Code of Conduct for Staff, a copy of which is available for staff to access through the VLE.

### **The Role of the Multi-Academy Trust Board and Local Governing Board**

The Multi-Academy Trust Board and Local Governing Board is committed to ensuring that the College:

- provides a safe environment for children and young people to learn in;
- identifies children and young people who are suffering, or likely to suffer, significant harm;
- takes appropriate action to see that such children and young people are kept safe, both at home and at the College.

In pursuit of these aims, the Multi-Academy Trust Board and Local Governing Board will receive an annual monitoring safeguarding report from the designated safeguarding lead and approve and annually review the Safeguarding and Child Protection Policy and Procedures with the aim of:

- raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for the children and young people learning within the College;
- aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns;

- establishing procedures for reporting and dealing with allegations of abuse against members of staff;
- ensuring the safe recruitment of staff.

In developing the Safeguarding and Child Protection Policy and Procedures, the Multi-Academy Trust Board and Local Governing Board has taken account of guidance issued by the Department for Education, government legislation and information released by other relevant bodies and groups. The procedures have been developed in co-operation with the Safeguarding Children and Young People in Herefordshire Partnership and Herefordshire Safeguarding Adults Board. The College will refer concerns that a child/young person may be in need or may be at risk of significant harm to Children's or Adults Social Care, the police authorities or to other appropriate agencies and in line with local procedures and protocols. In the case of the student living outside Herefordshire referrals would be made to the appropriate local authority in whose area they reside.

**Designated Senior Members of staff with Lead Responsibility for Safeguarding and Child protection issues (for summary see Appendix 1):**

The Designated Safeguarding Lead (DSL) is Helen Osborn.

A member of the College Senior Management Team, Helen Osborn, has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children and young people learning within the College.

She has received training in safeguarding children issues and inter-agency working, as required by the Safeguarding Children and Young People in Herefordshire Partnership, and will receive refresher training at least every 2 years. She has undertaken Prevent Awareness training. She will keep up to date with developments in Safeguarding and Child protection issues and ensure that her knowledge and skills are refreshed (via e-bulletins, meeting with other Designated Safeguarding Leads and taking time to read and digest safeguarding developments) at regular intervals as required but at least on an annual basis. This will allow her to understand and keep up with any developments relevant to her role.

The Designated Safeguarding Lead is responsible for:

- overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies including Local Safeguarding Children's Partnerships and Adults safeguarding team depending on where the student resides; support other designated staff in making referrals to the Local Authority when appropriate;
- referring cases to the Channel Programme where there is a concern of radicalisation in collaboration with the Single Point of Contact for Prevent;
- referring cases where a crime has been committed to the Police as required;

- liaise with the Principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- providing advice and support to other staff on issues relating to safeguarding children and child protection concerns;
- maintaining a proper record of any Safeguarding and child protection referral, complaint or concern (even where that concern does not lead to a referral). These records will be kept in a secure designated area;
- ensuring that parents of children and young people within the College are aware of the College's Safeguarding and Child Protection Policy by making it available publicly via the College website or on request from reception;
- liaising with Herefordshire Safeguarding Children Partnership and Herefordshire Safeguarding Adults Board and other appropriate agencies with regards to safeguarding concerns;
- liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for pupil transition to College including liaising with them to ensure the transfer of any safeguarding files;
- ensuring that when children leave the College their child protection file is transferred to the new educational establishment as soon as possible. The file will be transferred separately from the main student file with secure transfer and confirmation of receipt obtained;
- in collaboration with the Careers and Work-Related Learning Advisor, liaising with employers and training organisations that receive children or young people from the College on placements to ensure that appropriate safeguards are put in place;
- ensuring that staff undertake appropriate universal training in safeguarding children issues and have access to and are aware of and understand the College safeguarding and Child Protection procedures;
- supporting relevant staff (usually the Directors of Studies) to consider early help support for students and undertake assessments under the Early Help processes.
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

At the end of each academic year, the Designated Safeguarding Lead will provide an annual report to the governing body setting out how the College has discharged its duties. She is responsible for reporting deficiencies in procedure or policy identified by the Safeguarding Children and Young People Partnership (or others) to the Board at the earliest opportunity.

***Deputy designated staff members with responsibility for safeguarding and child protection issues and concerns:***

The deputy designated member of staff with responsibility for safeguarding and child protection issues is John Pratt. He is also the Director of Studies for Operational delivery of Prevent - related duty (See Appendix 1) and is the single

point of contact for Prevent. He is a member of the Local Authority Channel Panel and represents the Herefordshire Colleges on the Local authority steering group for the Prevent agenda.

The deputy designated staff member:

- works with and reports to the designated safeguarding lead with regards to their safeguarding work within the college;
- know how to make an appropriate referral to the local safeguarding Children Partnership or to the Local Safeguarding Adults Board and make these referrals as appropriate when managing safeguarding and child protection concerns for students;
- refer cases to the Channel Programme where there is a concern of radicalisation in collaboration with the Designated Safeguarding Lead and Single Point of Contact for Prevent;
- contribute to maintaining a log of all initial reports of safeguarding and child protection concerns (even when these concerns do not lead to a referral) and any referrals made. These records will be kept in a designated secure area;
- are available to provide advice and support to other staff on issues relating to safeguarding children and young people;
- have particular responsibility to be available to listen to children and young people studying at the College;
- will deal with individual cases, including attending Child Protection case conferences, core group review meetings and Child in Need meetings as appropriate;
- they have also received training in safeguarding children issues and inter-agency working as required by Herefordshire Safeguarding Children's Partnership appropriate to their role as a deputy designated Safeguarding Lead and to the same standard as the designated Safeguarding Lead and will receive refresher training every 2 years.
- consider and put in place early help support for students and undertake as appropriate assessments under the Early Help processes.

It is important to recognise that safeguarding and promoting the welfare of children and young persons is everyone's responsibility. Everyone who comes in contact with students at the college and their families has a role to play in identifying safeguarding concerns, sharing information and taking prompt action. As part of the wider safeguarding team, a team of personal tutors/lead tutors works collaboratively with the directors of studies, teaching and support staff to support students with personal welfare and lower level safeguarding concerns in order that all students can flourish and reach their outcomes whilst they are at the college. A diagram to illustrate pastoral and safeguarding support at HSFC can be found in Appendix 2

### ***Designated Governor***

The local governing body at Hereford Sixth Form College has nominated a named Governor to have special responsibility for safeguarding children and young people's issues, Danielle Thompson.

The Designated Safeguarding Lead holds the Designated Governor's contact details.

The Designated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead over matters regarding safeguarding children and young people at the College including:

- ensuring that the College has procedures and policies which are consistent with the Safeguarding Children and Young People in Herefordshire Partnership's procedures;
- ensuring that the governing body considers and reviews at the College policy on safeguarding children and young people on an annual basis;
- ensuring that each year the governing body is informed as to how the College and its staff have complied with the policy.

To assist in these duties, the Designated Governor shall undertake the appropriate training.

The Designated Governor in collaboration with Hereford Sixth Form College's Chair of Governors is responsible for overseeing the liaison between appropriate agencies such as the police, social services, as defined by the Safeguarding Children and Young Peoples Partnership, in the event of any allegation against the Principal. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

### **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

(Source: Keeping Children Safe in Education Sept 2020 pg. 8)

The Multi-Academy Trust Board and Local Governing Board recognise that there are a variety of categories of abuse and safeguarding issues and concerns which staff, volunteers and governors need to be aware of in order for them to fully fulfil their safeguarding roles and responsibilities. Details of the categories of abuse and specific safeguarding concerns can be found in Appendix 3 of this policy for reference and use.

## **Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the college has a range of extra pastoral support for children with SEN and disabilities.

## **Looked after children, care leavers, previously looked after children and those students who have an allocated social worker**

When dealing with looked after children, care leavers and previously looked after children, the college recognises that it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

At Hereford Sixth Form College we also recognise that when a child has a social worker, it is an indicator that the child may be more at risk than most students. This may mean that they may be more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who do have a social worker.

The College has a designated teacher appointed to promote the educational achievement of children who are looked after, a care leaver or have been previously in looked after care. The responsibility of the designated teacher is also to promote the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. Details of the designated teacher can be seen in Appendix 1.

The designated teacher has undertaken appropriate training and attends regular training meetings throughout the academic year in order for them to be effective and has the relevant qualifications and experience to undertake the role.

## **Responding to concerns regarding the welfare of a child/young person**

If a member of staff has concerns regarding the safety or welfare of a child/young person they will report those concerns to the student's Director of Studies or the Designated Safeguarding Lead. If further action or clarification is required the Director of Studies or the Designated Safeguarding Lead will speak to the child/young person and their parents/carers unless to do so would compromise the safety or wellbeing of the child/young person.

Should the child/young person be deemed to be in need, or it is suspected that a child/young person may be suffering, or is likely to suffer significant harm, then a referral will be made by the student's Director of Studies or the Designated Safeguarding Lead to the appropriate social care team which will be dependent on the student's age and their locality and the Police if appropriate.

See **Appendix 4** for flow chart summarising action to be taken when dealing with a safeguarding/child protection concern.

In exceptional circumstances such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly with children's social care through contacting the MASH team on (01432) 260800 or the Adult team on (01432) 260100. If the student is at risk of immediate danger or harm then the Police should be called. For alternative local authority areas staff members can use the following link to access referral information: [www.gov.uk/report-child-abuse-to-local-council](http://www.gov.uk/report-child-abuse-to-local-council)

If a member of staff feels unable to raise an issue with the designated safeguarding persons or feels that their concerns are not being addressed, other whistleblowing procedures are open to them.

The College has its own internal Whistle blowing Procedures which can be accessed on the staff area of the VLE. However if a staff member feels unable to raise an issue with the college, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them which can be accessed via the following link : [Advice on Whistleblowing](#); and the [NSPCC's what you can do to report abuse dedicated helpline](#) is also available as an alternative route for staff. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Dealing with a disclosure of abuse and procedure for reporting concerns**

In summary, College staff hearing an allegation from a child that abuse has, or may have, occurred should:

- RECEIVE what is said;
  - accept what is said – you do not need to decide whether or not it is true;
  - listen without displaying shock or disbelief.
- REASSURE the student;
  - acknowledge his/her courage in telling;

- not promise confidentiality;
- remind him/her that he/she is not to blame – avoid criticising the alleged perpetrator;
- not promise that “everything will be alright now” (it might not be).
- REACT and respond to the student but do not interrogate him/her;
  - avoid leading questions but ask open ended ones (such as Tell me..., Explain..., Describe... etc.);
  - clarify anything you do not understand;
  - explain what you will do next.
- RECORD the discussion;
  - make a record of what was stated as soon as possible – during the interview if you can;
  - include:
    - Name of student
    - Time;
    - Date;
    - Place;
    - the student’s own words as to what was said
  - describe observable behaviour;
  - do not destroy your original notes – they may be needed later on.
- SUPPORT the student;
  - consider what support is needed for the student; ensure you are supported – such interviews can be extremely stressful. Support can be accessed through the Designated Safeguarding Lead or College Counselling service
  - Immediately talk to the student’s Director of Studies or to the Designated Safeguarding Lead to pass on the concerns and your record of the concerns raised.

### **Early help and the Early Help Assessment**

It is most important that children/young people who are in need of extra services are identified early and helped before things reach crisis point and provide early help. Early help means providing support as soon as the problem emerges at any point in a child’s life. The Early Help Assessment (EHA) is a process to support the child/young person and their family, identify what help and support is needed and enables a co-ordinated family support plan to be drawn up. The EHA covers all aspects that affect a child’s development from health, education and social development, through to housing and family relationships. The Director of Studies or Designated Safeguarding Lead will consider in each case whether undertaking an EHA would be appropriate to support the student with safeguarding issues and concerns identified. More information on instigating an EHA with the Herefordshire safeguarding Children’s Partnership is available by accessing the following link:

[https://www.herefordshire.gov.uk/info/200227/support\\_for\\_schools\\_and\\_settings/615/behaviour\\_and\\_support/2](https://www.herefordshire.gov.uk/info/200227/support_for_schools_and_settings/615/behaviour_and_support/2)

If the student resides in an alternative local authority area, the local safeguarding children's partnership procedures where they reside will be followed.

If early help or any other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

### **Escalation procedures**

If appropriate action has been taken, but there are concerns about the response of another agency following a referral, the College is able to refer to the Safeguarding Children and Young People in Herefordshire Partnership guidance which supports the resolution of case disagreements and further information and guidance regarding this process can be accessed via the West Mercia procedures for resolution of disagreements with professionals which can be accessed via the following link:

**[Professional Differences Policy Multi-Agency Resolution Protocol/Guidance - New June 2020](#)**

### **Information Sharing**

Research and experience have shown that keeping children/young people safe from harm requires professionals and others to share information about a child/young person's health and development, and exposure to possible harm. It is therefore important that, should a member of staff have concerns regarding a child/young person's welfare, the student's Director of Studies or the Designated Safeguarding Lead is informed in order to ensure that support is given to the child/young person in a timely manner.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe

Government guidance with regards to information sharing can be accessed through the following link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

### **Reporting and dealing with an allegation of abuse against a member of staff, a Governor or a volunteer**

Staff, governors and volunteers should be aware that abuse is a serious matter that can lead to a criminal conviction. Should concerns arise regarding any allegation of abuse by a staff member Part 5 of the statutory guidance: **Keeping Children Safe in Education (Sept 2020)** must be followed and the specific local safeguarding children's Partnership guidance initiated.

If a member of staff has any concerns with regards to the conduct of another member of staff, they should consult the College Whistle Blowing Policy and

Procedures for guidance. These procedures are intended to provide a structure for the handling of allegations of suspected malpractice by members of staff of the College.

**The principal guidelines in dealing with any allegation against a member of staff, a Governor or a volunteer are as follows:**

1. All allegations of abuse of students by staff, governors or volunteers will be taken seriously and treated in accordance with the local safeguarding children Partnership procedures in line with the statutory guidance: Keeping Children Safe in Education (2020). The local safeguarding Children Partnership guidance for dealing with an allegation and the LADO referral form can be accessed through the links listed on the following West Mercia Police Procedures website:

<http://westmidlands.procedures.org.uk/local-content/ygjN/lado-contacts-allegations-about-a-colleague-professional>

These procedures will be used in respect of all cases in which it is alleged that anyone working in the college that provides education for children under 18 years of age, including governors and volunteers 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;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
2. In the first instance, where allegations of abuse are made against a member of staff, governor or volunteer and if staff members have concerns about another staff member then this should be referred to the **Principal**. Where there are concerns about the Principal this should be referred directly to the Chair of Governors.
  3. The Principal will report without delay and seek an initial discussion with the Designated Officer (LADO) to discuss the allegation. The purpose of this initial discussion is to consider the nature and content and context of the allegation and agree a course of action.
  4. The Designated Officer will advise on three strands in the consideration of an allegation: (i) a police investigation of a possible criminal offence; (ii) enquiries and assessment by Children's Social Care concerning whether the student is in need of protection; (iii) consideration of disciplinary action in respect of the individual, which includes guidance regarding the possible suspension of a member of staff/volunteer.
  5. Hereford Sixth Form College's Head of Human Resources will ensure that the person who is the subject of the allegation is informed of the

allegation and the subsequent progress of the case and ensure that there is effective appropriate support for them. If the person is a member of a union, he/she should be advised to make contact with that body at the outset.

6. Hereford Sixth Form College will ensure that every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
7. Hereford Sixth Form College will ensure that any allegation will be followed through regardless of whether the subject of the allegation chooses to resign or ceases to provide his/her services.
8. Hereford Sixth Form College will **not** enter into so called 'compromise agreements' (by which the person against whom an allegation of abuse has been made agrees to resign, the College agrees not to pursue disciplinary action and both parties agree a form of words to be used in a reference).
9. Hereford Sixth Form College will work under the direction of the Designated Officer and engage fully with strategy discussion and information-sharing protocols.
10. If the allegation is substantiated Hereford Sixth Form College will ensure that the relevant authorities have been notified (usually via the Designated Officer) including a referral to the DBS for anyone who has harmed, or poses a risk of harm to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.
11. If the outcome concludes that the person who has been suspended can return to work, Hereford Sixth Form College will consider how best to facilitate this, including consideration of supportive measures to deal with stress issues.
12. If an allegation is determined to be false, the Designated Officer should refer the matter to Children's Social Care to determine whether the child concerned is in need of services or may have been abused by someone else.
13. At the conclusion of the case Hereford Sixth Form College management and governors will consider the lessons of the case and how they should be acted upon.

### **Safer recruitment - recruitment and selection procedures**

The College's recruitment and selection procedures should take account of the following:

- they should apply to **all staff and volunteers** who may work with children;
- the post or role should be clearly defined;
- the key selection criteria for the post or role should be identified;
- vacancies should be advertised widely in order to ensure a diversity of applicants;
- documentary evidence of academic/vocational qualifications should be required;

- professional and character references should be obtained;
- reasonable verification should be made of previous employment history;
- a variety of selection techniques should be used (e.g. qualifications, previous experience, interview, reference checks);
- DBS checks should be made (whilst maintaining sensitive and confidential use of the applicant's disclosure) in accordance with Keeping Children Safe in Education September 2020 guidance, a summary of which can be seen in Appendix 6; Governors are required to have an enhanced criminal records certificate from DBS.
- In addition to obtaining the DBS certificate anyone who is appointed to carry out teaching work will also require an additional check to ensure that they are not prohibited from teaching;
- For those whose role is deemed to be a management position, a section 128 check will be carried out to ensure that they have not been prohibited or restricted from taking part in the management of an independent school, including academy or free schools. This check will include governors and such staff positions as follows: head teacher, any teaching positions on the senior leadership team, and any teaching positions which carry a department headship.
- Safer recruitment training will be undertaken to ensure awareness of the College's duties and responsibilities with regards to safer recruitment and selection by a member of the recruitment panel.

Should it be necessary and appropriate for a member of staff to begin working at the College before their Enhanced DBS Disclosure has been received then a Risk Assessment will be carried out. If the Principal agrees that the risk is **'MINIMAL'** then the Head of Department and the Employee will be informed of the restrictions of their employment until the check has been received which could be one or more of the following:

- (i) The employee should be supervised by the Head of Department or another member of staff at all times.
- (ii) The employee should not be allowed to work 1:1 with a student (or must be supervised if unavoidable).
- (iii) The employee must not work in a closed room (i.e. the door should be left open).
- (iv) The employee should wear his/her identity badge at all times.
- (v) The employee should not work at a time when students are in College (i.e. cleaning staff).

Any employee with an assessed risk of **MEDIUM or HIGH** would not be allowed to begin work. For those supervised volunteers whose work would not be classified as being in "regulated activity" \* but who may be partaking in College activities with students/staff, the College will ensure that, in line with the law and as stated in the statutory guidance Keeping Children Safe in education (Sept 2020):

- There will be supervision by a person who is in regulated activity
- The supervision will be regular and day to day
- The supervision will be "reasonable in all circumstances to ensure the protection of children"

(\*The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government have produced a factual note on Regulated Activity in relation to Children: scope. Regulated activity includes: a) teaching, training, instructing, caring for or supervising

children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children, b) work for a limited range of establishments (known as 'specified places', which include schools and Colleges), with the opportunity for contact with children, but not including work done by supervised volunteers; Work under (a) or (b) is regulated activity only if done regularly. Source: Keeping Children Safe in Education (2020) : Department for Education)

Following an employee's initial employment checks upon commencing employment with the College; they are required to disclose to the Principal immediately if they have been convicted or cautioned of any new offences during the period of employment. Additionally, they must inform the College of any pending investigation or action from the police or any court that might reasonably be agreed as impacting upon their suitability to undertake their role. Failure to do so may lead to disciplinary action which may place their employment with the College at risk.

All staff must abide by the Staff code of conduct a copy of which is always accessible on the VLE and is distributed to staff when updated on an annual basis.

### **Training and development**

All new members of staff will be required to complete a safeguarding and child protection training session and will receive a copy of the College's Safeguarding and Child Protection Policy and Procedures, Staff Code of Conduct as well as a copy of Keeping Children safe in Education Part 1 (Sept 2020) including Annex A at induction. All members of staff receive a copy of this information on an annual basis to keep them informed of any changes to safeguarding practices and procedures.

In addition to the training undertaken by the designated staff and by the Governor with special responsibility for safeguarding children and young people's issues, the Principal and all staff working with children will receive training to familiarise them with safeguarding and child protection issues and their responsibilities and the College procedures and policies. Staff will receive updates via email, staff meetings and e-bulletins to keep their skills up to date at least on an annual basis to provide them with the skills and knowledge to safeguard children and young people effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

### **Educating students**

At Hereford Sixth Form College students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. The tutorial programme has allocated group tutorial sessions where personal, social, health and economic development topics can be delivered and explored with students. The programme covers topics designed to promote and support their personal well-being including: Equality & Diversity; Internet

Safety; Safe Relationships; Sexual Health; Mental Health; Drugs & Alcohol Awareness and Healthy Living as well as careers education

### **Monitoring and review**

Hereford Sixth Form College will be responsible for monitoring this policy. This policy will be reviewed on an annual basis and reported to the Corporation for approval

### **Other related College policies and procedures:**

- Complaints against the College Procedures
- Staff Code of Conduct
- Health and Safety Policy and Procedures
- Data Protection Policy
- Access to College Information Policy
- Disciplinary (Senior Post holders) Procedures
- Disciplinary (Staff) Procedures
- Equality, Diversity and Inclusion Policy and Procedures
- Prevent Strategy
- Whistle Blowing Policy and Procedures
- First Aid Policy and Procedures
- Substance Misuse Policy and Procedures
- Trips and Visits Policy and Procedures
- Work Experience Policy and Procedures
- Tutorial Policy and Procedures
- Exclusion Policy and Procedures
- Student behaviour, absence and review Policy and Procedures
- Anti-bullying and Harassment Policy and Procedures
- Health, Well-being and Fitness to study Protocol
- Run, Hide, Tell Procedures
- IT Acceptable Usage Policy and Procedures
- ESafety Policy and Procedures (Staff and Learner documents)

*(Approved by governors at the 22/10/20 local governing body meeting)*



A diagram that illustrates the different roles of the Personal tutor/Safeguarding Team can be seen below:

**Pastoral and safeguarding support at Hereford Sixth Form College**  
**Responsibilities for support and intervention**

Who is responsible?

**Level 3**  
 Directors of studies which includes the Designated Safeguarding Lead (HMO) Deputy Safeguarding Lead (JPP)  
 (Liaise with Counsellors, wellbeing team and external agencies as appropriate Agency involvement which may include: Early Help, LAC, Social Services, YOT, Health Professionals)

**Level 2**  
 Lead tutors/personal tutors in collaboration with Directors of studies, teachers and HOD's (also liaise with wellbeing team, learning support, and professional external agency involvement if appropriate which may include: Early Help, Virtual school, CAMHS etc)

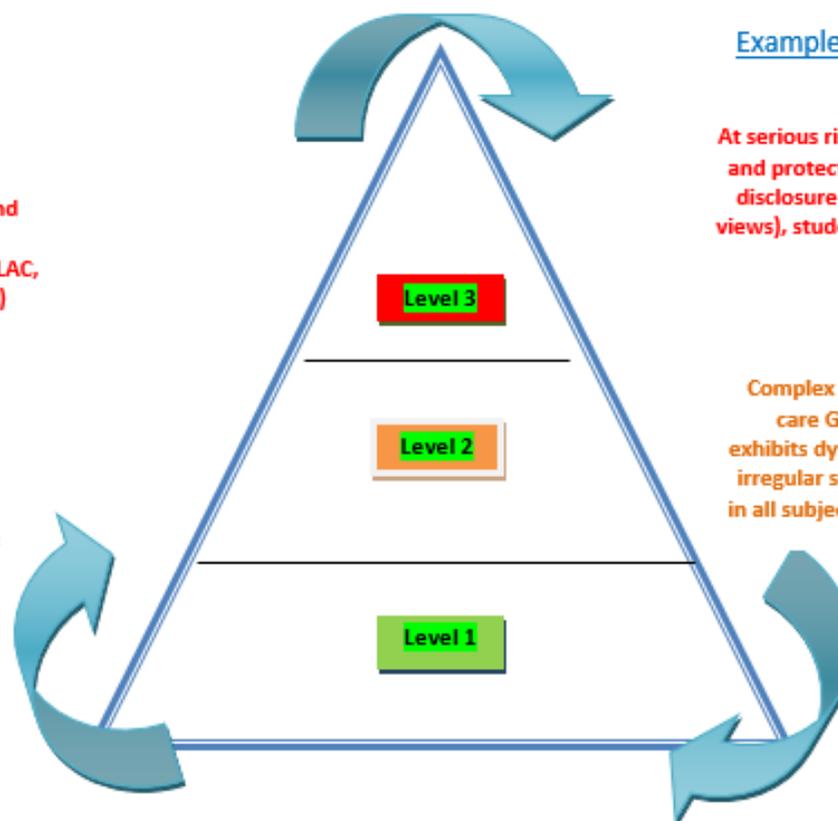
**Level 1**  
 Teachers, Personal Tutors and liaison with Counsellors, wellbeing team and Learning Support Team

Examples of conditions/cases at each level

**Level 3**  
 At serious risk and in need of immediate intervention and protection: suicidal/ideation, missing students, disclosure of serious nature (e.g. abuse, extremist views), students with criminal case active/pending, at risk of being NEET

**Level 2**  
 Complex support needs, serious depression i.e. under care GP or CAMHS, serious home circumstances exhibits dysfunctional behaviour, homelessness; habitual irregular self-harm, persistent failure to meet deadlines in all subjects, multiple concerns with regards to progress

**Level 1**  
 Anxiety, stress, depression (managing with limited intervention), difficult home circumstances, attendance/progress issues, low level behavioural concerns, course changes, study skills support



**DESIGNATED PERSONS WITH RESPONSIBILITIES FOR SAFEGUARDING AND CHILD PROTECTION ISSUES**

- Designated Safeguarding Lead:
  - Helen Osborn  
Telephone Ext: 229  
Email: [hmm@hereford.ac.uk](mailto:hmm@hereford.ac.uk)
  
- Deputy Designated Safeguarding Lead:
  - John Pratt (Director of Studies)  
Telephone Ext: 224  
Email: [jpp@hereford.ac.uk](mailto:jpp@hereford.ac.uk)

**Nominated Governor:**

- Danielle Thompson

**Designated lead teacher with responsibility for students in Looked after Care:**

- Helen Osborn

Working in collaboration with:

- John Pratt

**The Director of Studies for operational delivery of Prevent- related duty (SPOC) is:**

- John Pratt

### Types of Abuse and Neglect and specific safeguarding issues:

#### Sexual Abuse and Exploitation:

- may involve 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;
- may involve physical contact, including assault by penetrative acts (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing;
- may 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. The sexual abuse of children by other children is a specific safeguarding issue in education and is covered in more detail later in this policy.
- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

(Source: Keeping Children Safe in Education 2020: Page 84)

Further government information regarding child sexual exploitation can be accessed via clicking on the following link: [Child sexual exploitation](#)

### **Physical Abuse:**

- 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:**

- may involve the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development;
- may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- 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;
- may feature age or developmentally inappropriate expectations being imposed on children; these may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- may involve seeing or hearing the ill-treatment of another;

- may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

(It should be noted that some form of emotional abuse is involved in all types of ill-treatment of a child although it may also occur alone.)

### **Neglect:**

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

(Source: from *Working Together to Safeguard Children Appendix A Glossary 2018* and also as detailed in *Keeping Children Safe in Education Sept 2020* pg. 8-9)

### **Additional forms of abuse/Safeguarding concerns:**

It must also be noted that there are a number of other safeguarding concerns which may impact on the well-being, health and safety of a child or young person and which may result in the child being in need or at risk of harm or significant harm. As detailed in *Keeping Children Safe in Education 2019* and these safeguarding issues may cover any of the following areas:

(N.B. Hyperlinks have been included to relevant government guidance notes etc. in each of the following safeguarding areas bullet pointed below, for reference and use)

- **Bullying including cyber bullying**
- **Domestic abuse** : The definition of Domestic Abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. (KCSIE (2020) page 86)
- **Drugs**
- **Fabricated or induced illness**
- **Faith abuse**
- **Female genital mutilation** - Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital

organs for non-medical reasons. The practice is illegal in the UK. FGM is practised in at least 28 African countries as well as other countries in the Middle East and Asia. Staff need to be alert to the possibility of a girl being at risk of FGM, or already suffering FGM. Under the statutory guidance Keeping Children Safe in Education (Sept 2020) if a teacher or member of staff in the course of their work in the profession, discovers that an act of FGM appears to have been carried out or has concerns that an act of FGM may be carried out, on a girl under the age of 18 the teacher must report this to the Police. In College this can be done with the support of the Designated Safeguarding Lead.

- **Forced marriage**
- **Honour based abuse:** So-called 'honour-based' abuse (HBA) encompasses 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. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.
- **Gangs and youth violence**
- **Gender-based violence/violence against women and girls (VWAG)**
- **Hate Crime**
- **Mental Health:** All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. College staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy as per the procedures in this policy
- **Missing Children and adults**
- **Children and the courts**
- **Children with family members in prison**
- **Private fostering**
- **Preventing Radicalisation and the Prevent duty** (see info below)
- **Sexting**
- **Relationship abuse**
- **Homelessness**
- **Trafficking**

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Safeguarding incidents and/or behaviours can be associated with factors outside college and/or can occur between children outside the school or college. All staff should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a

threat to their safety and/or welfare. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#). The college will assess the risks and issues in the wider community when consider the well-being and safety of its pupils.

### **Further information on Preventing Radicalisation**

The Counter–Terrorism and Security Act 2015 places a duty on Sixth Form Colleges to have “due regard to the need to prevent people from being drawn into terrorism.” This duty is known as the Prevent Duty.

The Director of Studies for Operational delivery of Prevent - related duty (See Appendix 1) is the single point of contact for Prevent and is a member of the Local Authority Prevent Panel.

A separate Prevent Strategy has been compiled to encompass our responsibilities with regards to the Prevent Duty and can be accessed on the College VLE (Staff Policies and Procedures: Safeguarding - Prevent Strategy).

Young people and vulnerable groups may be particularly targeted by groups who may promote violent extremist activity. Any College member of staff who may have identified signs of radicalisation should report these concerns to the student’s Director of Studies or the Designated Safeguarding Lead immediately.

### **Further information on child criminal exploitation and county lines**

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

“County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.’

- Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
- Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.” (Keeping Children Safe in Education 2020 page 85)

Further information is available in the regional guidance of the West Midlands Child Protection Procedures:

<https://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence> .

Further guidance is available in the Home Office’s publication: ‘**County Lines: criminal exploitation of children and vulnerable adults**’.

### **Peer on Peer Abuse**

All students in the college have a right to learn in a safe and secure environment. We recognise that some students will at time negatively affect the learning and well-being of other students within the college and their behaviour will be dealt with in accordance with college policies and procedures. Occasionally the college is aware that allegations can be made against students by other students in the college which are of a safeguarding nature.

Children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; up skirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals (Keeping Children Safe in Education Sept 2020 Page 11).

Staff must recognise these different forms of peer on peer abuse and they should never be tolerated or passed off as “banter” or “part of growing up” Students should be encouraged to tell someone in authority if they are being abused by a peer, or if they witness peer-on-peer abuse.

It is recommended that:

- Staff should follow the procedures outlined in the College's Safeguarding and Child Protection Policy.
- Staff and students should encourage the person being allegedly abused by a peer to talk to someone who they feel comfortable with which in the first instance may be a personal tutor or the student's director of studies. The College Well-being Team can also offer confidential support and advice.
- When dealing with a disclosure of abuse and/or reporting concerns, the College's Safeguarding and Child Protection procedures outlined in this policy will be followed.
- The person being abused will be supported. Where appropriate the alleged abuser will be supported to recognise the antisocial nature of the behaviour.
- Those students who demonstrate peer-on-peer behaviours will be subject to the College's Disciplinary Procedures.
- Where the alleged incident is of a serious nature it may be necessary to involve the police and/or external agencies and risk assessments completed.
- Anyone can make a complaint about peer-on-peer abuse to the police.

The College take concerns of this nature very seriously. Staff should be clear as to the procedure with regards to peer on peer abuse and all concerns of this nature must be reported to the student's Director of Studies/Designated Safeguarding Lead for investigation and to determine appropriate support, action and referrals/reports to external agencies which may need to be made.

### **Sexual violence and sexual harassment between children**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur both online or offline and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff need to be aware that some groups are potentially more at risk and evidence shows girls, children with SEND and LGBT children are greater at risk.

As stated in Keeping Children Safe in Education 2020 staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh", or "boys being boys"; and

- Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is sexual violence?**

Sexual offences under the Sexual Offences Act 2003 which includes rape, assault by penetration, sexual assault

### **What is sexual harassment?**

'Unwanted conduct of a sexual nature' that can occur online or offline. Whilst not intended to be an exhaustive list sexual harassment can include:

- Sexual comments (telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names);
- Sexual "jokes" or taunting
- Physical behaviour such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment which may be standalone or part of a wider pattern of sexual harassment which may include non-consensual sharing of sexual images or videos, sexualised online bullying, unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

If staff have a concern a child or a child makes a report of sexual violence or sexual harassment to them they should report it to the student's Director of Studies/ Designated safeguarding lead. The College will deal with all cases reported of this nature in line with part five of Keeping Children Safe in Education 2019 and specific government guidance links to which are highlighted below:

## **Sexual violence and sexual harassment in schools and colleges**

### **Sexting; responding to incidents and safeguarding in schools**

#### **Online safety**

As the College increasingly works online it is essential that children and young people are safeguarded from potentially harmful and inappropriate online material. The College recognises the importance of identifying potential risks in the ICT environment and understands that there is a responsibility for all staff to create a positive digital culture and has therefore developed mechanisms to identify, intervene and escalate any safeguarding concerns or issues.

In order to meet these requirements the College has ensured that appropriate filters and monitoring systems are therefore in place. Esafe software is

installed on all College devices to ensure the College meets their requirements as set out in Keeping Children Safe in Education (Sept 2020) with regards to the monitoring and filtering of IT systems. Students are also taught in group tutorial sessions about a wide range of safeguarding issues and concerns including how to stay safe online.

The staff code of conduct and ESafety policy and procedures (Staff) has been adapted to include specific guidance for staff regarding providing remote education and safer working practices.

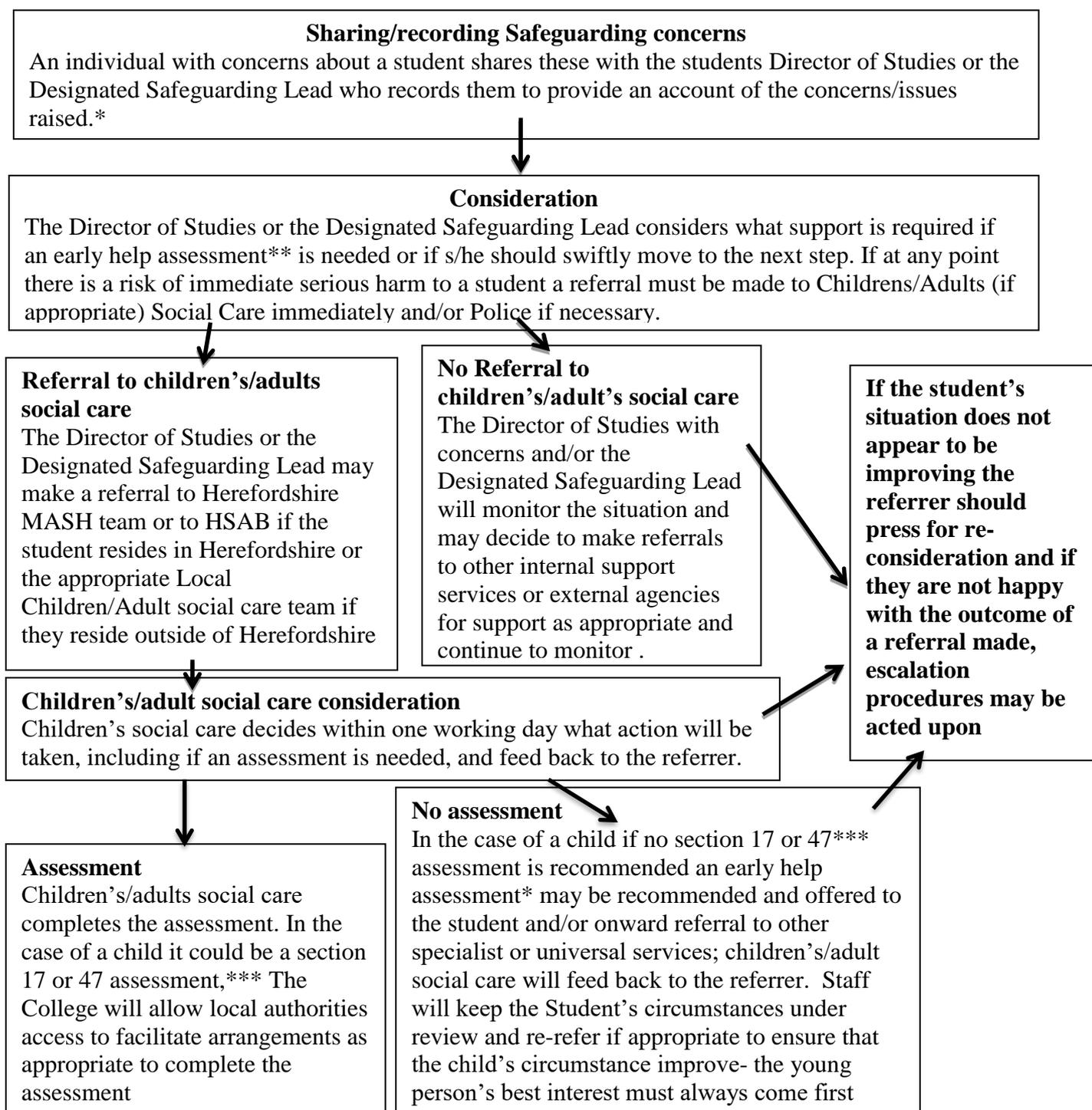
**Acting on Safeguarding/Child Protection concerns raised**

Key:

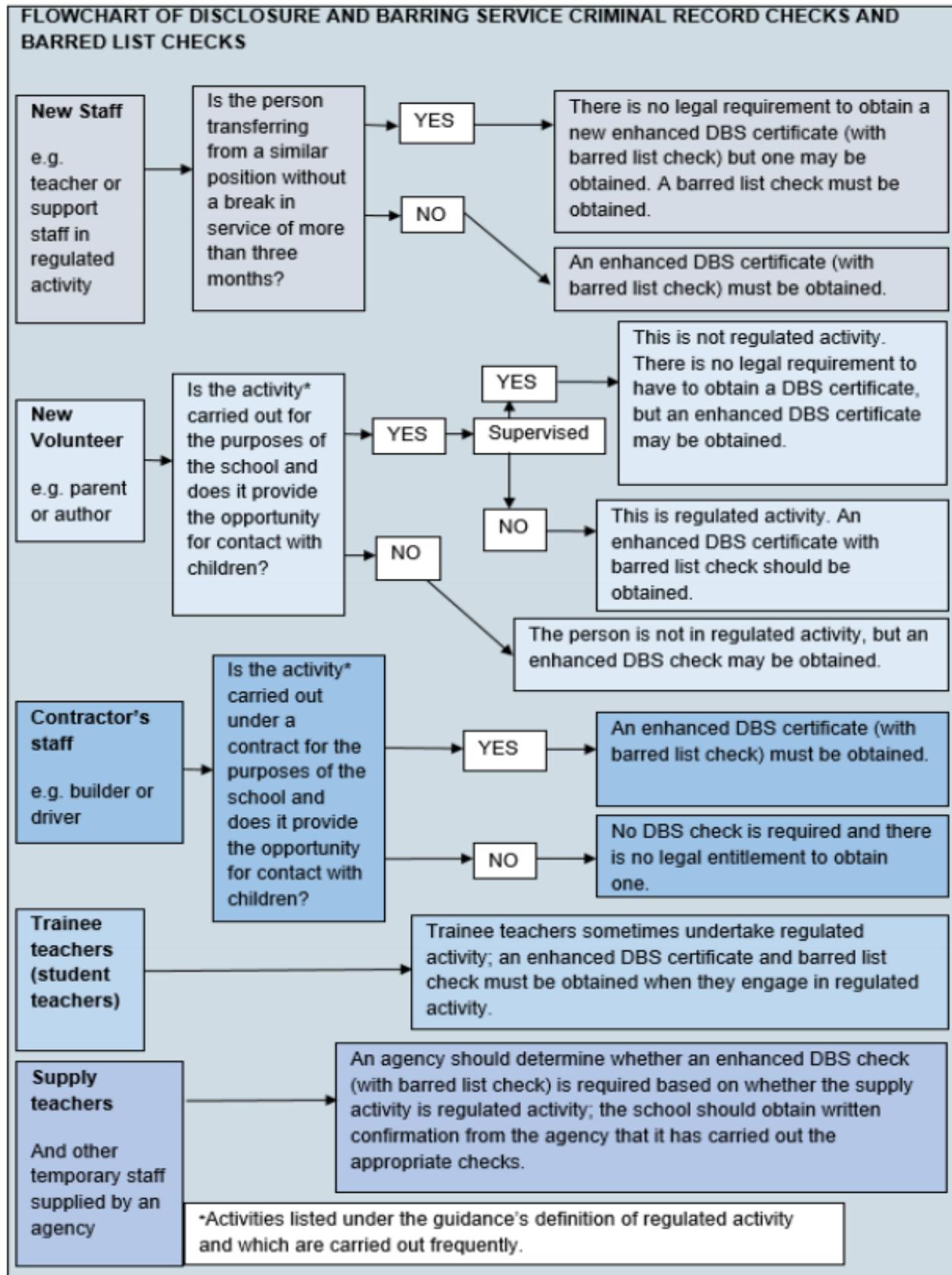
\*In cases which involve an allegation of abuse against a staff member see page 11-12 of this policy for guidance which explains action the College will take in respect of the staff member.

\*\*Where a family will benefit from coordinated support from more than one agency an inter-agency assessment may be completed (Early Help Assessment) with permission of the student. This assessment will be used to identify support needs of the student and the family to prevent further escalation of the situation

\*\*\*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.



## Appendix 6



\*\* Including Governors

**(Source: Keeping Children Safe in Education Sept 2020, Page 43)**

## **Useful Contacts, Resources and Websites:**

Safeguarding Children and Young People in Herefordshire Partnership:  
<https://herefordshiresafeguardingboards.org.uk/hscb> (01432) 260119

Herefordshire Safeguarding Adults Board:  
[HSAB Website](#)  
**Email -** [admin.sbu@herefordshire.gov.uk](mailto:admin.sbu@herefordshire.gov.uk) (01432) 260100.

Herefordshire Multi-agency Safeguarding hub (MASH)  
In office hours: MASH (01432) 260800  
Out of office hours: Emergency Duty Team (01905) 768020

West Mercia Police:  
Call 101 or 999 if student at risk of immediate significant harm

Designated Officer (LADO-Terry Pilliner) (01432) 261739  
Email: [lado@herefordshire.gcsx.gov.uk](mailto:lado@herefordshire.gcsx.gov.uk)

Report child abuse to your local council:  
[www.gov.uk/report-child-abuse-to-local-council](http://www.gov.uk/report-child-abuse-to-local-council)

NSPCC ([nspcc.org.uk](http://nspcc.org.uk))  
Helpline: 0808 800 5000

Wellbeing information and signposting for Herefordshire  
<https://www.wisherefordshire.org/>

Guidance links:

- [\*\*\*Working together to Safeguard Children 2019\*\*\*](#)
- [\*\*\*Keeping Children safe in Education 2020:\*\*\*](#)
- [\*\*\*What to do if you're worried a child is being abused: Advice for practitioners 2015:\*\*\*](#)
- [\*\*\*Care and support statutory guidance - issued under the Care Act 2014:\*\*\*](#)
- [\*\*\*Information sharing advice for safeguarding practitioners \(July 2018\)\*\*\*](#)

Ofsted – [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Advisory, Conciliation and Arbitration Service (ACAS) [www.acas.org.uk](http://www.acas.org.uk)

Childline – [www.childline.org.uk](http://www.childline.org.uk)

Direct Gov for information relating to legislation – [www.direct.gov.uk](http://www.direct.gov.uk)