

**SAFEGUARDING POLICY AND PROCEDURES (Child Protection and Vulnerable Adults)**

<b>DOCUMENT CONTROL</b>			
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<i>If approval is not required by SLT/Governors/Unions please give reason, ie name changes only.</i>			
Name/role changes only			
<i>* If the contents of this policy have been copied from an existing policy with <b>no changes</b> please insert the date of the original Impact Assessment and Assessor in the table above.</i>			

## 1. INTRODUCTION

- 1.1 This document has been prepared in order to inform the practice of members of staff Shrewsbury College and Shrewsbury Sixth Form College (SSFC), as members of the Shrewsbury Colleges Group (SCG). The policy has been based on the statutory guidance for 5<sup>th</sup> September 2016.
- 1.2 The primary aim is to enable staff to meet their statutory duty to ‘safeguard’ the welfare of children (those under 18) who attend the colleges within the Group. However, we also recognise that some adults are vulnerable to abuse. This policy therefore applies to those under 18 as well as adults with learning difficulties or any adult deemed by the college to be vulnerable (according to the definition below)
- Vulnerable Adult :** In accordance with the Law Commission Report ‘No Secrets’ (1995), a vulnerable adult is a person “who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation”.
- 1.3 This policy will be reviewed annually, be made easily available to all staff and will be placed on the college’s websites.
- 1.4 In order to assemble these procedures and guidance, reference has been made to relevant legislation, Government Statutory Guidance and local procedures as outlined by Shropshire Safeguarding Children Board (SSCB) and Telford and Wrekin Adults Safeguarding Board

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- 1.5 SCG is committed to the provision of appropriate training and support to all staff in order to enable them to discharge their duties relating to safeguarding effectively.
- 1.6 These procedures should be read in conjunction with other safeguarding related policies in operation in the SCG. These include *Safer Recruitment, Staff Code of Conduct, Whistleblowing, Looked After Young People (LAYP), Prevent, CPD and Equality and Diversity*.

**2. AIMS**

The primary aims of the policy/procedures are to:

- Enable staff to meet their statutory responsibility to 'safeguard' the welfare of children those under 18) and vulnerable adults in the colleges.
- Promote the welfare of children, young people and vulnerable adults.
- Provide a safe environment for children, young people and vulnerable adults.
- Identify children, young people and vulnerable adults who are in need or suffering/ likely to suffer significant harm and take appropriate action to make sure they are safe.
- Contribute to effective partnership working between all those involved with providing Services for Children and Young People and Vulnerable Adults.

**3. PRINCIPLES**

The principles underpinning the work of SCG with children and vulnerable adults are set out below:

- 3.1 The welfare of the child or vulnerable adult is of paramount consideration, and in any conflict of interest their well-being must be the focus of each action.
- 3.2 The safeguarding of children and vulnerable adults is the responsibility of the whole Group. Any member of staff who has knowledge or suspicion that a child is being harmed or is in need must inform the nominated persons with responsibility for the application of these procedures.
- 3.3 All staff working with children and vulnerable adults should have access to and a clear understanding of the procedures set out in this document.
- 3.4 To enable staff to meet these commitments the Group will provide appropriate training. This includes training in child protection for all staff working with children in line with SSCB guidance (refresher training will also be provided every three years minimum)

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and training in inter-agency procedures for the designated person and their deputies (with refresher training every 2 years).

- 3.5 All new members of staff will receive guidance on SCG's procedures on safeguarding during their induction and will be asked to read Part 1 and Annex A of Keeping Children Safe in Education (2016). They will also be familiarised with the staff Code of Conduct. On an ongoing basis they will be provided with safeguarding communications in order to update their knowledge via 'Group in the Loop'. All staff will have annual update training.
- 3.6 All staff employed by the SCG will be undergo pre-employment checks as stipulated in Keeping Children Safe in Education (2016). For more detail see Safer Recruitment Policy
- 3.7 The Group is committed to the maintenance of proper written records of any child protection or vulnerable adult protection matter dealt with under these procedures.
- 3.8 The Group will work actively in partnership with SSCB. SCB will record all CPD and staff training.

**Though every attempt has been made to provide a comprehensive set of procedures it is impossible to cater for every eventuality. As such any concern over the welfare or safety of children should be reported to a designated person.**

**Where emergency medical help is needed DO NOT DELAY – contact a first aider in college or alternatively arrange for the person to be taken to hospital.**

#### **4. STAFF RESPONSIBLE FOR SAFEGUARDING**

- 4.1 Overall responsibility for child protection matters is held by Catherine Armstrong (Group Vice Principal: Curriculum Support and Business Development) who is the 'designated senior person' in terms of child and vulnerable adult protection matters at the Shrewsbury Colleges Group at Senior Management level.

This role entails the following responsibilities:

- Reviewing the Child and Vulnerable Adult Protection Policy annually and that procedures and implementation are reviewed regularly
- Ensuring that the Child and Vulnerable Adult Protection Policy is available publically and that parents are aware of the responsibilities of the group
- Overseeing the referral of cases of suspected abuse or allegations to social care services.
- Supporting staff who make referrals to social care services
- Undertaking Prevent Awareness Training
- Referring cases to the Channel programme where there is a radicalisation concern

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- Supporting staff in making referrals to the Channel programme
- Referring to the DBS when a person leaves the employment of the SCG or is dismissed due to risk/harm to a child.
- Referring to the police in cases where a crime may have been committed
- Providing advice and support to other staff on issues relating to child and vulnerable adult protection.
- Informing Governors of safeguarding developments and overview of policy and cases.
- Maintaining detailed, accurate, secure written records of concerns and referrals (even where that concern does not lead to a referral).
- Liaising with the local authority and SSCB and other appropriate agencies in line with Working Together (2015).
- Understanding the nature of strategy meetings, core groups, case conferences and other inter-agency meetings and taking part in these meetings as appropriate.
- Liaising with secondary schools which send pupils to the colleges to ensure that appropriate arrangements are made for the pupils and ensuring the transfer of the child protection file of a student, with such records, who leaves college.
- Ensuring up to date knowledge by attending additional training and meetings
- Attending Designated Lead Training at least every 2 years
- Ensuring that staff receive basic training in child protection issues and are aware of the group's safeguarding policy and procedures.
- Keeping the Principal updated on child protection issues in the SCG (particularly Section 47 or police investigations).
- Understanding processes for early help and associated assessments.
- Being alert to the specific needs of children with SEN, children in need, young carers and care leavers.
- Ensuring that there are appropriate procedures and guidance to assist staff in identifying students vulnerable to radicalisation and following statutory guidance in this area (The Prevent Duty)
- Ensuring that the SCG has appropriate mechanisms for the identification and referral of cases of child sexual exploitation, female genital mutilation, self-harm, suicide and neglect.
- Ensuring that safeguarding issues and education are promoted through awareness raising and sessions in the tutorial programme.
- Ensuring that the Group meets the requirements of SSCB with regard to auditing of child protection and safeguarding practice.
- Encouraging a culture, among all staff, of listening to children/ vulnerable adults and taking account of their wishes and feelings in any measures the college may put in place to protect them.

- 4.1 The designated senior member of staff will provide an annual report to the governing body of the Group setting out how the college has discharged its duties and is responsible for reporting deficiencies in procedure or policy identified by the SSCB (or others) to the governing body at the earliest opportunity.

**P O L I C Y   A N D   P R O C E D U R E**

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4.2 The designated senior member of staff will be supported by:

Steve McAlinden – Lead Safeguarding Officer  
Dulcie Knifton – Deputy Safeguarding Officer  
Sue Croxon – Deputy Designated Officer

This will ensure the following:

- Reporting to the senior member of staff with lead responsibility.
- Making appropriate referrals.
- Being available to provide advice and support to other staff on issues relating to child protection.
- Having a particular responsibility to be available to listen to children and young people studying at the colleges.
- Dealing with individual cases, including attending case conferences and review meetings as appropriate.
- Having received training in child protection issues and inter-agency working, as required by the SSCB, and will receive refresher training at least every 2 years

4.3 **All concerns regarding child protection matters should be reported immediately to designated person at the appropriate Campus. Dulcie Knifton at English or Welsh Bridge Campus on (01743) 235491 ext. 309/4215 or 07970 168945 At London Road Campus contact Sue Croxon (01743 342345/ 07792 147376). If it is not possible to contact the appropriate lead person above then call Steve McAlinden on 07970 168953. These Designated Safeguarding Leads will be responsible for determining such action as is necessary under the Safeguarding Children procedures contained within this document. The wider Safeguarding Team details are on posters displayed around each Campus.**

4.4 There is also a designated member of the board of governors with responsibility for child protection issues. The designated member of the governing body with responsibility for child protection issues is Christina Gore.

The designated governor is responsible for liaising with the Principal and designated senior person over matters regarding child protection, including:

- Ensuring that the Group has procedures and policies which are consistent with the Local Safeguarding Children's Board procedures.
- Ensuring that the governing body considers the Group policy on child and vulnerable adult protection each year.
- Ensuring that each year the governing body is informed of how the Group and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

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- 4.5 The Chair of Governors is responsible for overseeing the liaison between relevant agencies and the Local Authority in connection with allegations against the Principal/CEO of the SCG. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

To assist in these duties, the Chair of Governors will receive appropriate training.

- 4.6 The Group Vice Principal Curriculum Support and Business Development must make contact with the designated officer at the Local Authority if there is an allegation of abuse against a member of staff.

**5. DEFINITIONS AND RECOGNITION OF CHILD ABUSE**

- 5.1 It is commonly accepted that teachers and other staff in education spend so much time in contact with young people and vulnerable adults that they are in a unique position to discern whether a student is a victim of abuse or not. However, it is important to know what this abuse is and how it can be picked up on.
- 5.2 The four principle categories of harm suffered by children are set out in Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016. These are used to assist those responsible for the welfare and protection of children to understand and recognise the symptoms of abuse.
- 5.3 The diagnosis of abuse is difficult, even for experts. It is NOT the role of Group staff to define or attempt to diagnose whether a child has suffered abuse within certain categories. An understanding of the categories is, however, important to enable staff to recognise symptoms of abuse.
- **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.
  - **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

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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.
- **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.

#### 5.4 Other Specific Safeguarding Issues

##### **Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting consequences. More detail on this form of abuse can be found in the [FGM Fact Sheet](#). There is a specific statutory reporting duty regarding FGM. Instructions for the reporting of FGM are found in section 6 of this guidance.

##### **Child Sexual Exploitation**

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into



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exchanging sexual activity for money, drugs, gifts, affection or status. **Consent cannot be given** even where a child may believe that they are voluntarily engaging in sexual activity with the person who is exploiting them.

**Preventing Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The SCG has a specific policy surrounding this area of safeguarding and this should be referred to for guidance.

**Forced Marriage**

Forcing a person into a marriage is a crime in England or Wales. A forced marriage is one entered into without the full and free consent of one of the parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of free and full consent can be where a person does not consent (if they have learning difficulties, for example).

**Children Missing From Education**

A child going missing from education is a potential indicator of abuse or neglect. Staff should inform the designated safeguarding lead if they are concerned that patterns of absence may indicate issues such as child sexual exploitation, FGM or neglect.

When 14-16 year old students are enrolled with the SCG they must work collaboratively with the Local Authority in order to share information about attendance and absences as deemed appropriate. The Group should also inform the Local Authority immediately if that child is removed from roll so that they can fulfil their duty of identifying students of compulsory age that are missing education.

**Domestic Violence**

The cross-government definition of domestic violence and 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

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- emotional

**If a disclosure is made that a student or vulnerable adult is a perpetrator or victim of relationship abuse – or if a child is witnessing this type of abuse at home – this must be reported to a designated safeguarding lead.**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and the NSPCC website regarding the issues listed below. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website on:

- radicalisation
- child missing from home or care
- bullying including cyberbullying
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- sexting
- teenage relationship abuse
- trafficking
- honour based violence
- breast ironing

Staff can follow the links in Part 1 of Keeping Children Safe in Education (2016) to gain further information on the issues mentioned above.

Also, but not exclusively, vulnerable adults could be subject to additional forms of abuse. These include :-

**Financial abuse/ material abuse –**

Includes theft, fraud, exploitation, pressure in connection with Wills or property, or the misappropriation of property or benefits. It also includes the withholding of money or the unauthorised or improper use of a person's money or property, usually to the disadvantage of the person to whom it belongs. Staff borrowing money or objects from a service user would also be considered abuse.

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**Discriminatory abuse –**

Includes racist, sexist, homophobic, ageist comments or jokes or comments and jokes based on a person's disability or any other form of harassment, any of the above forms of abuse with discrimination as a motive, not responding to the dietary needs or not providing appropriate spiritual support. Excluding a person from activities on the basis that they are 'not liked' is also discriminatory abuse.

**6. GUIDANCE FOR STAFF**

If you are concerned that a child or vulnerable adult within the Group has suffered maltreatment you should follow these guidelines. It doesn't matter how insignificant the concerns may seem!

A general principle of 'it could happen here' should be followed.

SCG will provide a whole organisation approach and will:

- Encourage students to develop their own self-awareness, consider boundaries and seek to develop their own emotions and behaviours
- Provide leadership management:
  - Ensuring policies and procedures are fit for purpose and followed through regular staff training and updates
  - Ensuring staff know their responsibilities through the whole organisation approach
  - Promoting a culture of vigilance.
- Work with external agencies to develop strong links in readiness for referrals.
- Work with employers to ensure they have a clear understanding of their safeguarding responsibilities, know who to contact if concerned and that the employer practice replicates the SCG practice.
- Endeavour to develop the individual's resilience in order to respond to future challenges and be able to cope with health and mental situations.
- Achieve organisational resilience through training, procedure review and reporting.

Together the organisation and students can contribute to the overall social resilience of the community.

The vigilance is based all staff being responsible for the 5 R's:

- Recognise
- Respond
- Record
- Report
- Refer

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Although child refers legally to people under 18, follow these steps with any student and we will decide who to refer the matter to later.

6.1 **What to do if you suspect, or are told, that a child or vulnerable adult is being abused.**

- You should **NOT** investigate the concerns - this is the job of the relevant authorities.
- Do **NOT** ask questions (which may prejudice any subsequent enquiry) or examine the child for any sign of injury.
- **LISTEN CAREFULLY** to what you are being told and don't pass any kind of judgement on any of the information that you are being given.
- Carefully record **IN WRITING** what the child has told you, or what has been observed, as soon as possible. Sign and date this disclosure and pass on to Dulcie Knifton at English or Welsh Bridge Campus on (01743) 235491 ext. 309/4215 or 07970 168945, Sue Croxon at London Road Campus on 01743 342345 or 07792 147376. In their absence contact Steve McAlinden on 07970 168953. **You have the option to use the Safeguarding Report Form found in Appendix C to record the disclosure – this is not compulsory**
- **DO NOT PROMISE CONFIDENTIALITY AS THIS CANNOT BE DELIVERED.**
- Do **NOT** contact the child/ vulnerable adult's parents or carers.
- **IMMEDIATELY CONSULT** – Dulcie Knifton at English or Welsh Bridge Campus or Sue Croxon at London Road Campus
- If there is any need for emergency medical treatment **DO NOT DELAY** - contact a First Aider.
- If you cannot access a designated person do not delay. Any member of staff can make a referral to Children's Social Care (as outlined in Appendix A)

**This procedure also applies if the allegations of abuse are being made against other children.**

### **Female Genital Mutilation (FGM)**

The Serious Crime Act (2015) places a statutory duty on **teachers** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

If a disclosure of FGM is made (or evidence seen, though this is unlikely as teachers should not look or investigate) and the girl is under 18 at the time of the disclosure –

- The disclosure should be recorded in the usual way
- The disclosures should be shared as soon as possible with the designated safeguarding lead

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- The designated safeguarding lead will support the teacher in reporting the disclosure to the police – usually via 101 (**This reporting is the teacher's statutory duty and they will face disciplinary sanctions if it is found that a report to the police is not made following a disclosure**)

A report should be made to the designated safeguarding lead in the event that a safeguarding concern involving FGM comes to light where –

- Risk of FGM is identified, but it has not yet been carried out
- The disclosure does not come directly from the alleged victim
- The victim is no longer under 18 (even if they were when the FGM took place)
- The disclosure is made to a member of staff who is not a teacher

In these cases the designated safeguarding lead will follow local safeguarding procedures and the staff member will not have to contact the police.

## 6.2 Reporting and dealing with allegations of abuse against members of staff

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word 'staff' is used for ease of description

- You should **NOT** investigate the concerns.
- Do **NOT** ask questions (which may prejudice any subsequent enquiry) or examine the child for any sign of injury.
- **LISTEN CAREFULLY** to what you are being told and don't pass any kind of judgement on any of the information that you are being given.
- Carefully record **IN WRITING** what the child has told you, or what has been observed, as soon as possible. Sign and date this disclosure and pass on to Dulcie Knifton at English or Welsh Bridge Campus or Sue Croxon at London Road Campus Sign and date this information. **You have the option to use the Safeguarding Report Form found in Appendix C to record the disclosure – this is not compulsory**
- **DO NOT PROMISE CONFIDENTIALITY AS THIS CANNOT BE DELIVERED.**
- Do **NOT** contact the child's parents or carers.
- **IMMEDIATELY CONSULT** Dulcie Knifton at English or Welsh Bridge Campus or Sue Croxon at London Road Campus.
- If there is any need for emergency medical treatment **DO NOT DELAY**, contact a First Aider.
- If the allegation is made against the designated person, the Principal must be **CONTACTED IMMEDIATELY**.
- If you cannot access a designated person do not delay. Any member of staff can make a referral (as outlined in Appendix A).

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In cases of allegations of abuse being made against a member of staff of SCG the Staff Disciplinary Procedure will be invoked.

The Curriculum Support Director will work with the Group Vice Principal (Curriculum Support and Business Development) to follow the Shropshire Safeguarding Board Guidelines linked below. It is likely that, as part of this process, the Local Authority Designated Officer will be contacted.

[http://westmerciaconsortium.proceduresonline.com/chapters/p\\_all\\_against\\_adults.html?zoom\\_highlight=allegations+against+staff](http://westmerciaconsortium.proceduresonline.com/chapters/p_all_against_adults.html?zoom_highlight=allegations+against+staff)

Safer recruitment is covered within the SCG's *Resourcing Policy and Process*

**6.3 West Mercia Constabulary: Public Protection What Group staff should do if they have concerns about safeguarding practices in the Group**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Group's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

- Staff can raise concerns via the Whistleblowing Policy
- Where 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:
- General guidance can be found at <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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).

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**APPENDIX A****GUIDANCE FOR THE DESIGNATED PERSON IN CHARGE OF SAFEGUARDING WHO RECEIVES A DISCLOSURE****You must refer – You must NOT investigate – Do NOT delay**

1. The aim of the designated person should be to establish as quickly as possible the nature of the injury or alleged abuse to facilitate an effective referral to Social Services without undue delay on 0345 678 9021
2. The designated person should have as much accurate information as possible available and have thought through the concerns to be expressed including:
  - Names and dates of birth of the child/ vulnerable adult and family members, including all other children.
  - Ethnicity
  - Home address
  - Names of those who hold parental responsibility
  - Whether the child and parents/carers are aware of the referral
  - Whether the concern is something that has been observed by the referrer or another member of staff or a third party.
  - Whether the concern is related to the child's behaviour, an injury or something that the child or vulnerable adult has said.
  - Whether the child or vulnerable adult has told anyone else.
  - Whether the concern has developed gradually or just today
  - What evidence there is for the concern
  - Who you think is responsible for the harm or potential harm to the child or vulnerable adult.
  - Whether you think that the child needs immediate protection.

**Lack of availability of this information is not a reason to delay the referral to Social Services**

3. The designated person should establish clarity with Social Services regarding the next course of action to be taken and by whom, and fully record the discussion and actions agreed.
4. The designated person should take no action without the agreement of Social Services
5. Where emergency medical help is required DO NOT DELAY – contact a First Aider.

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6. The designated person will ensure that updates are forthcoming from the authorities with regard to progress against reported cases, within the relevant timescales

**AGENCIES IN SHROPSHIRE RESPONSIBLE FOR CHILD PROTECTION**

1. If you have concerns about the safety or welfare of a child or want to make a referral, call 0345 678 9021.

Through this number you can be triaged by Shropshire Council's Customer Service Centre to the Initial Contact Team if a referral is appropriate or to another service.

2. You can also report concerns over the safety of a child at <http://www.nspcc.org.uk/what-you-can-do/report-abuse/>.
3. If you want to enquire about services for a child or young person call the Family Information Service on 01743 254400.
4. You can also speak to the 2 agencies below for advice:
  - NSPCC: 0808 800 5000 (or e-mail [help@nspcc.org.uk](mailto:help@nspcc.org.uk))
  - Childline: 0800 1111
5. After 6pm or at the weekends please phone the Emergency Duty Team: 0345 678 9040

**Unit**

Police Station                                      Telephone: 0300 333 3000  
Clive Road  
Monkmoor  
Shrewsbury  
SY2 5RU

West Mercia Constabulary undertakes the investigation of crime, and as such does not have the lead role in the investigation of child protection matters.

It would NOT normally be necessary for any referral to be made to the police in the first instance. However, as with emergency health issues, **where emergency police assistance is required, DO NOT DELAY.**

**In the event of an allegation being made against a member of staff contact the Designated Officer, Ellie Jones, on 03456 789021**



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**APPENDIX B****LEGAL CONTEXT OF SAFEGUARDING CHILDREN AND CHILD PROTECTION AGENCIES' CONTACT DETAILS**

The protection of children from harm is set out under the stipulations of Government legislation. In terms of the college the main legal responsibilities are outlined in The Children Act 1989. Here it is stated that the Local Authority has the lead responsibility to safeguard children and investigate concerns. Under Section 47 of the same act colleges are legally obliged to provide assistance to the Local Authority in the investigation of child abuse. As such we need agreed procedures to enable us to 'work together' with other statutory agencies in the task of safeguarding children. However, there is also other legislation that impinges on our duty to safeguard children. Examples of this include Section 175 of the 2002 Education Act which states that 'Governing bodies of FE colleges have a statutory duty to have arrangements for ensuring that their functions are carried out with a view to safeguarding and promoting the welfare of children'. Also, the Protection of Children Act (1999) seeks to check that those working with children do not have criminal convictions of relevance to the safety and well-being of children. Finally the Children Act (2004) created the legal basis of the Safeguarding Children Board.

**The procedures that follow are designed to meet the criteria necessary to fulfil our obligations in the light of the above, and other, legislation.**

**NATIONAL AND LOCAL GUIDANCE**

A full range of guidance is provided which enables agencies at local level to understand and apply the Children Act (1989 and 2004).

These include, most importantly:

1. **Keeping Children Safe in Education (2016).** Statutory guidance on what colleges should do and the legal duties with which colleges must comply. This includes information on recruitment of staff. **All staff must read at least part one of this document.**
2. **Working Together to Safeguard Children (2015).** This statutory guidance outlines how all professionals must act on how to safeguard children (in particular inter-agency working).
3. **What to Do If You Are Worried That A Child Is Being Abused (2015).** This document gives advice on how practitioners can work in partnership to look after the welfare of children.

**SAFEGUARDING POLICY AND PROCEDURES (Child Protection and Vulnerable Adults)**

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**4. Safeguarding Children Procedures**

At the local level, the Shropshire Safeguarding Children Board work in consortium with other LSCBs to adopt a set of procedures for the West Midlands. These can be found, alongside Shropshire specific guidance at <http://westmidlands.procedures.org.uk/>

**POLICY AND PROCEDURE**
**SAFEGUARDING POLICY AND PROCEDURES (Child Protection and Vulnerable Adults)**
**APPENDIX C**
**Safeguarding Report Form**

## Staff Details

Date	
Time of Interview	
Curriculum Area	
Contact Number (Work)	
Contact Number (Home)	

## Student Details

Full Name			
Student ID		Date of Birth / Age	

Child	Yes/No	Adult at risk of harm	Yes/No
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Family Address	
Telephone Number	01939235868
Student's Contact Number (Home)	
Student's Contact Number (Mobile)	
Current Address	
Names of Household Members (If Applicable)	

**POLICY AND PROCEDURE**

**SAFEGUARDING POLICY AND PROCEDURES (Child Protection and Vulnerable Adults)**

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Information Relating to the Incident

What did the student tell you?

Is the student aware that this referral is being made?	
--	--

Student's feelings regarding what they would like to happen as a result of the disclosure (if appropriate)

Staff Signature	
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To be completed by a member of the Safeguarding Team

Name	
Date / Time referred to you	
Organisation referred to	
Name of person who took the referral	
Date / Time referred to external services	

**SAFEGUARDING POLICY AND PROCEDURES (Child Protection and Vulnerable Adults)**

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**APPENDIX D****ESCALATION OF CONCERNS**

This guidance is designed to support a Designated Safeguarding Lead where there are professional disputes or issues surrounding a specific case and to give a framework to follow. This section is written using guidance from the Shropshire specific section of the West Midlands Procedures <http://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements>

When practitioners are working together in the complex business of safeguarding children there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child's plan. In these circumstances practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate. If sufficiently serious, and when disagreements are not able to be resolved easily and quickly, it is important that they are escalated formally and recorded.

Examples of case-specific professional disagreements include:

- When there is disagreement about the response to a referral made by one agency to another agency or service (e.g. decision making).
- When there is disagreement about the outcome of an assessment.
- When there is serious concern about the implementation of a child's Plan and disagreement about how this should be addressed (e.g. agreed actions not being followed through).
- When there is serious concern about the effectiveness of a child's Plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g. drift/delay).
- When there is disagreement over the sharing of information in a particular case.

It is important that practitioners and managers understand what action they need to take in order to address professional differences of opinion and the systems in place in their organisation to support this action.

**Stage-by-stage process for resolution and escalation****Stage 1**

The Designated Safeguarding Lead in question should raise matters with their fellow professionals, either verbally or in writing, within 1 working day of any disagreement or concern, with clear evidence and information. It should be made clear that the matter is being raised as part of these escalation procedures. Professionals may also discuss the matter with their line manager/ relevant persons. Every effort should be made to resolve

**SAFEGUARDING POLICY AND PROCEDURES (Child Protection and Vulnerable Adults)**

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any disagreements as quickly as possible, “in real time”. The professionals involved should keep a record, on the child’s file within their agency of any verbal or written communications, clearly signed and dated.

### Stage 2

If the Designated Lead is unable to resolve the matter, then this should be escalated to line managers, who should ascertain the specific circumstances of the disagreement and make contact with each other within 1 working day of being advised of the issues (each agency is responsible for identifying who the appropriate manager/ person is in their organisation at each stage in this process). If the matter is resolved at this stage the responsible manager will advise the appropriate person in another agency within 1 working day, and confirm by letter/ email. All correspondence and discussions should be recorded/ placed on the child’s/ families file, signed and dated.

### Stage 3

If the process prior to this point does not achieve agreement between agencies, then the line managers should immediately refer the matter to their relevant senior manager. In the case of Shrewsbury Colleges Group this will be the Group Vice Principal: Curriculum Support and Business Development (this will be Service Manager, DCI level equivalent for other agencies). At this point a Formal Escalation Form should be completed by the line manager raising the issue with their senior manager, outlining the issues/ action taken. This will prompt a review of the case and the issues of disagreement/ concern. Contact should be made between senior managers across the agencies within 1 working day, and if necessary a meeting, within 2 working days, to seek to resolve the issues. Any outcomes and decisions should be communicated to all relevant personnel in each agency, in writing. All written and verbal communications should be recorded on the child’s file. The Formal Escalation form can be found here

<http://westmidlands.procedures.org.uk/assets/clients/6/Shropshire%20Downloads/Formal%20Escalation%20Form.docx>

### Stage 4

Where a resolution is still not achieved the matter should be referred to assistant director level or equivalent within the organisations (in the case of Shrewsbury Colleges Group this will be the Principal), who will plan to meet within 5 working days of notification of the unresolved issue. If it has not already occurred, this stage may include a review of the agencies files and records relating to the child and family. The respective agency member for Shropshire Safeguarding Children Board should also be advised, If not already aware, at this stage. The Formal Escalation Form should be completed and all written and verbal communications recorded on the child’s/ families file.

### Stage 5

**SAFEGUARDING POLICY AND PROCEDURES (Child Protection and Vulnerable Adults)**

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If it has not been possible to resolve the professional differences at stage 4 the matter should be brought to the attention of the Director of Services for the relevant agencies (if not already done so) and also referred through the agencies SSCB member (in the case of Shrewsbury Colleges Group this is the Curriculum Support Director) to the Shropshire Safeguarding Children Board. A further Formal escalation form should be completed and forwarded to the SSCB business manager. As a matter of urgency the agencies senior managers, Independent Chair of SSCB and SSCB business manager should meet to review all information and actions to date, and reach a final decision.

The expectation is that, managed openly and effectively, the vast majority of any disagreements or concerns between professionals will be resolved at the earliest stages. Should any disagreements or issues reach stage 4 of this process the matter should be referred to the SSCB in order that the board can be assured that any concerns may be isolated and not systemic in nature that might require further consideration and learning.

Should any dispute or disagreement remain unresolved after all the above processes the matter should be referred for an independent review.

A flow diagram summarising the process above can be accessed here

<http://westmidlands.procedures.org.uk/assets/clients/6/Shropshire%20Downloads/Resolution%20and%20escalation%20flowchart.pdf>