

Safeguarding Policy & Procedures

Child Protection

<i>Date of Policy</i>	<i>July 2010</i>
<i>Updated</i>	<i>July 2011</i>
<i>Approved by Principal(s)</i>	<i>Pending</i>
<i>Modified</i>	<i>N/A</i>
<i>Review Date</i>	<i>July 2012</i>
<i>Key Staff</i>	<i>Welfare team across colleges</i>
<i>Lead Staff to Review</i>	<i>Director/Head of Welfare</i>

This policy is reviewed annually and is presented to the Governors for approval along with an annual report on safeguarding each October. All staff receive training on Safeguarding which is regularly provided each year. Awareness of the policy and training forms part of staff induction (see staff induction booklet)

1.0 Introduction

For the purpose of this policy document:

In accordance with the definition provided in The Children's Act 1989, a **child** is considered or defined as a person under the age of 18. However, within this document a student may also be referred to as a **Young Person**.

The term '**staff**' will be used to describe all individuals who are employed either on a contract of employment or those on working on a voluntary/unpaid basis at Cats College.

Please note that the term **parent** is used throughout this document as a generic term to represent parents, carers and guardians, educational guardians, and all who are in locus parentis.

The term **CATS** refers to CATS College at Cambridge, London and Canterbury. The term **DCPC** refers to the Designated Safeguarding Officer. The term **CPT** refers to the Safeguarding Team

2.0 Safeguarding Policy Statement

2.1 Policy Statement:

As a provider of services it is CATS's responsibility to ensure that it as an organisation, and the individuals within the organisation, takes all reasonable steps to protect children & young people from harm, discrimination or degrading treatment and to uphold their rights.'

2.2 In producing this Policy, CATS College recognises that it has both a moral and legal obligation to ensure that all young people in their care are safeguarded against all forms of harm. And that all staff have a legal requirement to report all concerns and allegations of risk of harm to students.

2.3 That all staff recognise and accept that abuse can occur within many situations including the home, school and all forms of clubs and societies and everyone having contact with young people whether

paid or voluntary, has a role to play in safeguarding the welfare of children and preventing their abuse.

- 2.4.0 CATS College is committed to creating and maintaining the safest possible environment for students and young people. To do this, CATS College undertakes this commitment by:
- Following the procedures set out in the Local Safeguarding Children Board "Safeguarding Inter-Agency Procedures" which should be used in conjunction with the Education Safeguarding Procedures.
 - Providing teaching and pastoral support and the creation and maintenance of a protective ethos within the whole college. The college recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect young people. The college will therefore:
- 2.4.1 Establish and maintain an ethos where young people feel secure and are encouraged to talk and are listened to.
- 2.4.2 Ensure young people know that there are adults in the school whom they can approach if they are worried or in difficulty.
- 2.4.3 Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and information about who to turn to for help.
- 2.4.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- Having a Designated Safeguarding Co-ordinator, (DCPC) who will take responsibility and oversee all matters concerning student protection, safeguarding student safety and act as the main point of contact for parents, students and outside agencies
 - Ensuring that the DCPC will be responsible for reviewing the effectiveness of our Safeguarding Policy after one year and training for all staff at least every three years thereafter

- Ensuring that all our staff and volunteers including elected members, volunteers and members of organisations using CATS facilities or contracted to undertake work on behalf of CATS are carefully selected and vetted by the Criminal Records Bureau and trained or supervised, to abide by the CATS College **Safeguarding Policy and Procedures** and procedures for **Safer Recruitment**
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the lead staff member. However, staff should remember that they are not trained to deal with situations of abuse or to decide if abuse has occurred
- Responding swiftly and appropriately to all suspicions or allegations of abuse, and providing parents and students with the opportunity to voice any concerns they may have
- Ensuring access to confidential information is restricted to the appropriate staff and the appropriate external authorities
- Confidentiality should be upheld in line with the Data Protection Act 1998, the Human Rights Act 2000 and the Freedom of Information Act 2000
- Ensure that parents have an understanding of the responsibility placed on the College and staff for student protection by setting out its obligations on the College website

3.0 Responsibility

- 3.1 The college will ensure it has a designated senior member of staff, who has undertaken, as a minimum, the 2 day Safeguarding training course run by The Education Safeguarding Service. In their absence a Deputy Child Protection Officer or the Principal will act as the DCPC
- 3.2 The Designated member of staff will take advice from a Safeguarding specialist when managing complex cases. (The Designated person has access to both Social Care and the Advice Line run by Education

Safeguarding for 'what if' conversations. The emergency duty team (out of hours) is also available.

- 3.3 The college will recognize the importance of the role of the designated person and ensure s/he has the time and training to undertake his/her duties and will undergo refresher training every two years.
- 3.4 The Designated Safeguarding Co-Ordinator, (DCPC), for CATS Canterbury is Kerry Cosson. In her absence, Beryl Wilson or Darren Phillimore will deputise. The DCPS for CATS Cambridge is **Jo O'Regan** and at CATS Canterbury it is **Kerry Cosson** and they are responsible for co-ordinating action within the college and for liaison with outside agencies. The deputy at Cambridge is **Dani Kaye**. At CATS College London it is Adam Poole and in his absence it is Kirsty White with both supported by Kerry Cosson.
- 3.5 Whilst it is not solely the responsibility of CATS to determine whether or not abuse has taken place (this is undertaken in liaison with external Safeguarding professionals), it is everyone's responsibility to report any concerns. Where there are serious concerns, contact must be made with local agencies within 24 hours in writing
- 3.6 All staff who work with children must comply with this policy in conjunction with the CATS Code of Conduct.
- 3.7 It is the responsibility of the individual staff member to familiarize themselves with Safeguarding literature and must attend all training provided by CATS College.
- 3.8 The DCPC maintains links with local agencies including the Local Safeguarding Board, and Social Services, and works within guidelines from the local authority. We are committed to inter-agency working and relevant phone contact numbers can be found at the end of this policy including the Children and Social Services Team. The DCPS holds copies of the local authority guidelines.

4.0 Principles

4.1 In formulating and implementing this key document the content and substance of this key document is based on the following key principles:

- the welfare of students/children is the primary concern
- all students whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity have the right to protection from abuse neglect, exploitation and or discrimination
- complying with relevant statutory obligations

This policy links in with CEG Recruitment & Selection Policy, Equal Opportunities Policy, Bullying Policy, and IT-E-Safety Policy.

5.0 Recruitment and Employment

5.1 Introduction

CATS College will take all reasonable steps to ensure unsuitable people within CATS employment, or undertaking work on behalf of the CATS Colleges, are prevented from working with children. The College will inform the Independent Safeguarding Authority within one month of leaving the College any person whose services are no longer used because he or she is considered unsuitable to work with young people.

5.2 Recruitment Process

All staff involved in recruitment, selection and employment of personnel will adhere to all aspects of CEG Recruitment, Selection and Employment Policy. Pre-recruitment checks will always be carried out that are in line with statutory regulations, including but not limited to, DFCS guidelines for Safeguarding Children and Safer Recruitment in Education, Every Student Matters document and for Boarding Staff and National Minimum Boarding Standards particularly standards 35, 38, and 39 and all other Safeguarding legislation.

5.3. Induction

All new appointees will be required to sign to acknowledge their understanding of the Safeguarding Policy and Procedures and that they will abide by them

5.4 Training

Staff must accept and be able to recognise their responsibilities with regard to their own good practice and the reporting of suspected poor practice or concerns of possible student abuse. Everyone with access or contact with students shall have up to date training that must be refreshed at least once every three years except the DCPC who is required to refresh their training once every two years:

5.5 Adults on site

Adults coming onto the site must sign in at reception or with the Residence Manager as appropriate and must be accompanied by a member of staff if they are not CRB checked. The main college doors are secured by a card reader or key pads and access is restricted to boarding houses by key pad systems

6.0 Recognizing Abuse

6.1 Introduction

Even for those experienced in working with student abuse, it is not always easy to recognise a situation where abuse may occur, or has already taken place. Whilst it is accepted that staff are not experts at such recognition, staff do have a responsibility to act if they have any concerns about the behaviour of someone (an adult or student) towards a student. **All staff have a duty to discuss any concerns they may have about the welfare of a person immediately with their DCPC or line manager or another senior member of staff. All serious concerns must be reported directly to the DCPC**

Abuse can happen wherever there are children, and children of any age can be abused. The effects of abuse can be damaging and if untreated they may follow a person into adulthood. All staff should

have an understanding of abuse and neglect and know how and when to take action.

CATS Colleges will put in place training and support programmes to ensure that all staff are able to deal effectively with any suspicions of abuse, poor practice or neglect.

The definitions below are adapted from the Department of Health (1999) *Working Together to Safeguard Children*.

- **Neglect** – where adults repeatedly fail to meet a student’s basic physical and/or psychological needs, likely to result in the serious impairment of the student’s health or development. This could include repeated failure to provide adequate food, shelter and clothing, failing to protect a student from physical harm or danger, or failure to ensure access to appropriate medical care or treatment
- **Physical abuse** – where adults physically hurt or injure student/p by hitting, shaking, throwing, burning, poisoning or otherwise causing harm to a student. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a student in their care e.g. fictitious illness by proxy or Munchausen’s syndrome by proxy
- **Sexual abuse** – where girls and boys are abused by adults (both male and female) who use students to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing student pornographic material (books, videos, pictures) is also a form of sexual abuse
- **Emotional abuse** – is the persistent emotional ill-treatment of a student such as to cause severe and lasting adverse effects on the student’s emotional development. It may involve conveying to a student that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on student
It may involve causing student to feel frightened or in danger by being constantly shouted at, threatened or taunted which may make the student nervous or withdrawn. Some level of emotional abuse is involved in all types of ill-treatment of a student
- **Internet Abuse** – grooming of children or downloading inappropriate images

- **Organised** abuse – one person maltreats more than one child or a group of people abuse a child or children.

6.2 Indicators of Abuse

Indications that a student may be experiencing abuse include the following:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- an injury for which the explanation seems inconsistent
- the student describes what appears to be an abusive act involving him/her
- someone else (a student or adult) expresses concern about the welfare of another student
- unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden bursts of temper)
- inappropriate sexual awareness
- engaging in sexually explicit behaviour
- distrust of adults, particularly those with whom a close relationship would normally be expected
- has difficulty in making friends
- is prevented from socialising with other student
- displays variations in eating patterns including overeating or loss of appetite
- loses weight for no apparent reason
- becomes increasingly dirty or unkempt

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place

6.3 Code of Behaviour: Good Practice Guidelines

All staff will be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense guidelines of how this can be achieved (they are not exhaustive):

- Never making sexually suggestive comments to students in jest or fun, or engaging in rough, physical or sexually provocative games, including horseplay
- Never asking for personal information without providing an explanation of the reason for asking it and how the information is going to be used and stored and not guaranteeing confidentiality and privacy.
- Doing things of a personal nature for a student that they can do for themselves
- If a student approaches you inappropriately, discourage them and ensure you are never alone with them and tell your line manager immediately or as soon as possible. In addition, make a written record of what has happened, including dates and times; what you said to your student; who you spoke with after the event; and what advice you were given.
- If you find yourself in the position of teaching one on one always notify your line manager or another member of staff of the situation. If you have to move location then this also needs to be made known. Always leave the classroom door open and always student to sit nearest the door. Where this is not possible ever obstruct exit pathway of the student by placing yourself between the exit and the student.
- If you have to speak to a student on a personal matter it is always best practice to have another member of staff present. Where this is impossible, notify your immediate line manager as prior to speaking to the student and where this is not feasible then as soon as you possibly can remembering to record notes about the interaction.
- It is not appropriate for staff to socialise with students without the College being aware, and it is not appropriate for staff to use chat rooms or other online forums not set up by the College to communicate with students (i.e. Facebook and Twitter). Staff should always communicate within clearly defined boundaries. They should ensure that:
 - Personal social networking sites are set at private and never listed as approved contacts
 - They never use or access social networking sites of students
 - They do not give their personal mobile details to students, including their mobile telephone number

- They only use equipment e.g. mobile phones, provided by school/service to communicate with children, making sure that parents have given permission for this form of communication to be used
 - They only make contact with students for professional reasons and in accordance with any school/service policy
 - They recognize that text messaging should only be used a part of an agreed protocol and when other forms of communication are not possible
 - They do not use internet or web-based communication channels to send personal messages to a young person
- In terms of physical contact with students always remember whether behaviour is situational appropriate - a hug initiated by the student at graduation in the presence of others would be viewed differently to a hug initiated by you alone in a classroom. Again with allegation, history of initiating contact is seen as a contributing factor
 - Encourage a culture of openness to enable any issues of concerns to be raised and discussed
 - Put all aspects of this Code of Behaviour and associated guidelines into practice

NB The above guidance should not be considered exhaustive and more detailed guidance may be required for specific posts/activities. If staff have any concerns regarding the appropriateness of any practice/action they should contact their line manager/senior manager/DPCP.

6.4 Visitors on Site

Visitors to the College should be accompanied and sign in at reception. Regular maintenance staff are CRB checked

7.0 Promoting Good Practice

Student abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with judgments about any action to take. Abuse can occur within many situations including the

home, school and the leisure environment. Some individuals will actively seek employment or voluntary work with students in order to harm them. Staff working within the leisure environment may have regular contact with students and are an important link in identifying cases where a young person needs protection

8.0 IT, Media Imaging and Photography

IT/E-safety

The College is aware of the importance of creating a safe ICT learning environment and in particular:

- an infrastructure of whole-site awareness and responsibilities;
- effective range of technological tools
- comprehensive education programme for all students and staff
- review of the process to monitor the effectiveness of the above

Please refer to the College Policy on IT.

Media Imaging and Photography

There is evidence that some people have used the leisure environment as an opportunity to take inappropriate photographs or film footage of young people in vulnerable positions. CATS Colleges and Guidelines should be implemented at all times when photographic or any other filming equipment is being used.

For the purposes of this policy, photographic filming equipment includes any equipment or device capable of capturing and storing or transmitting static or moving images.

Any use of photographic images must have student consent

The use of video technology as a coaching aid is fully recognised by CATS. However, express written permission to use video to this end must be sought through individual participants.

No matter what arrangements are put in place to prevent the misuse of cameras, videos or mobile phones with digital image recording, the

very nature of 'peeping tom' type photography makes it difficult to police.

In recognition of this fact CATS asks all staff members to be alert to any suspicious activity, particularly where students may be involved, and encourages them to report any such incidents at the earliest opportunity.

Only use images of subjects in suitable dress or where the dress is situational appropriate to reduce the risk of inappropriate use. There are some sports activities – swimming, gymnastics and athletics for example where the risk of potential misuse is much greater. With these sports the content of the photograph should usually focus on the activity not on focus solely on a particular subject.

NB The above guidance should not be considered exhaustive and more detailed guidance may be required for specific posts/activities. If staff have any concerns regarding the appropriateness of any practice/action they should contact their line manager/senior manager.

9.0 Bullying

It is important to recognise that in some cases of abuse, it may not always be an adult abusing a student. An abuser may be a young person, for example in the case of bullying.

Please refer to CATS College Anti-Bullying Policy.

10.0 Supporting the Young Person at Risk

10.1 The college recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

10.2 This college may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

- 10.3 The college recognises that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- 10.4 The college will endeavour to support the student through:
- 10.4.1 The college providing cross-cultural opportunities to encourage self-esteem and self-motivation
 - 10.4.2 The college ethos which will actively promote a positive, supportive and secure environment and values people
 - 10.4.3 The college's behaviour policy is aimed at supporting vulnerable young people in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child, but does not damage the young person's sense of self-worth. The school will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
 - 10.4.4 Recognising the importance of liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services and the Locality Teams
 - 10.4.5 A commitment to develop productive and supportive relationships with parents
 - 10.4.6 Recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection
 - 10.4.7 Vigilantly monitoring students' welfare, keeping records and notifying Social Care as soon as there is a recurrence of a concern

10.5 Drug Use and Safeguarding

- 10.5.1 The discovery that a young person is using illegal drugs or reported evidence of their drugs use is not necessarily sufficient in itself to initiate Safeguarding proceedings, but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse

- To believe the student's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults
- Where the misuse is suspected of being prompted by serious parent/carer drug misuse

10.5.2 Children of Drug Abusing Parents

10.5.3 Further enquiries and or further action will be taken when the college receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- The parental misuse is regarded as problematic (i.e. multiple drug use including injection)
- A chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse
- Children are not being provided with acceptable or consistent levels of social and health care
- Children are exposed to criminal behaviour

11.0 Responding to Suspicions and Allegations of Abuse and False Allegations

False allegations of abuse do occur. However, if a student says or indicates that he/she is being abused, or information is obtained which gives concern that a student is being abused, this should never be ignored. Any concerns for the welfare of a student arising from abuse or harassment by a member of staff must be reported immediately. It is acknowledged that feelings generated by the discovery that a member of staff is, or may be, abusing a student, will raise concerns among other staff. This increases the difficulties inherent in reporting such matters.

CATS College assures all staff that it will fully support and protect anyone who, in good faith (without malicious intent), reports his or her concerns about a colleague's practice or the possibility that a student may be being abused.

11.01 Responding to a Young Person Making a Disclosure or allegation.

There is a flow diagram in Appendix A for what to do if you suspect or need to respond to a student protection allegation.

A member of staff receiving information concerning disclosure should:

- react calmly so as not to frighten the student
- reassure the student that he/she was right to tell
- not make promises of confidentiality, but let them know you will have to tell another adult
- take what the student says seriously, recognising the difficulties inherent in interpreting what is said by a student
- keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Questions should not be leading. Questions should only consist of Who...? What...? When...? Where...? It should be information gathering and fact finding, under no circumstances should you investigate the incident. It should include
 - a) the nature of the allegation
 - b) a description of any visible bruising or other injuries using the body map on reverse of log sheet
 - c) the student's account, if it can be given, of what has happened and how any bruising or other injuries occurred
 - d) witnesses to the incident(s)
 - e) any times, dates or other relevant information
 - f) a clear distinction between what is fact, opinion or hearsay

Make a full written record of what has been said, heard and/or seen as soon as possible using an Incident Report form (see Appendix B)

Actions to be avoided

The person receiving the disclosure should not:

- panic
- allow their shock or distaste to show
- probe for more information than is offered
- speculate or make assumptions
- make negative comments about the alleged abuser
- approach the alleged abuser
- make promises to agree to keep secrets
- discuss the issue with anyone other than their DCPC or Senior Management

Staff are not responsible for deciding whether or not student abuse is taking place. However, there is a responsibility and a duty to act on any concerns and to protect student in order that appropriate agencies can then make enquiries and take the necessary action to protect the student (See Appendix A) for flow diagram and recording and reporting procedures.

Records & Information

A record should also be made of the name and designation of the CLA Social Services member of staff or the police officer to whom the concerns were passed, together with the time and date of the call, in case any follow-up is needed. A note of any crime report number should also be taken.

Information passed to the external Safeguarding agencies or police must be as helpful as possible, hence the necessity for making a detailed report at the time of the disclosure concern.

Reporting the matter to the Police or Social Services should not be delayed in an attempt to obtain more information.

12.0 Internal Inquiries and Suspension

- 12.1 All allegations of abuse will be taken seriously unless otherwise stated. In all instances where a student makes an allegation against a member of staff it will be reported to the DCPC, Deputy DCPC, Principal and depending upon the nature of the allegation a number of things will be set into motion. Allegations against the DCPC are to be directed to the Principal.
- 12.2 Throughout any proceedings whether internal or external the ultimate welfare of the student will remain paramount. That is to say that the student's version of events will be, unless otherwise indicated, taken seriously until they have been proven by fact or by careful weighing up of the circumstances and balance of probabilities that the allegation is false, erroneous or misconstrued. As such, there are a number of implications that all members of staff need to consider. Since, CATS College is duty bound to take all complaints seriously, it promotes that:

Since any future proceeding investigation may have profound implication upon the physical, social, mental, psychological and practical aspects of an individual career and life, the responsibility and onus for safeguarding against any Safeguarding accusation, allegation or complaint is solely placed on the shoulders of the staff member.

This is because, depending upon the nature of the allegation, the accused may be removed, and/or suspended from their post or position until a full investigation has taken place.

- 12.3 Where there is a complaint of abuse against a member of staff or volunteer, there may be two broad types of investigation: Internal and/or External. Any serious allegations must be referred immediately to the Local Safeguarding board, and if there is an question of what constitutes a serious allegation the advice of the Local Safeguarding Board will requested and followed. In all allegations or complaints, internal procedures will be triggered. These consist of, (but are by no means exhaustive):
- Immediate risk assessment to determine the needs of the student and the DCPC will take such steps as they feel appropriate to ensure the safety of the student in question and any other student who may be at risk
 - Two members of staff, preferably mix gender and DCPC, to gather information and facts only, (not investigate) from student
 - DCPC to fact find and information gather from the accused
 - The DCPC to form and chair a Safeguarding team to oversee the internal investigation. In most instances this team will comprise the DCPC, Deputy DCPC, the Vice- Principal, and other members of staff that may have a direct connection with the alleged incident
 - A report compiled and meeting held between DCPC and Vice-Principal to determine way forward
- 12.4 If following consideration and weighing up the probabilities there is no case to be answered then all events are accurately recorded and filed in Safeguarding register held in DCPC. DCPC is ultimately responsible for this procedure.

- 12.5 If, following consideration and investigation, the allegation is clearly about poor practice, the Principal along with the DCPC or/and the Vice Principal will deal with it as a misconduct issue and will follow CATS College disciplinary procedure
- 12.6 If, following consideration and investigation, the allegation is clearly about certain misunderstandings, then the Principal along with the DCPC or/and the Vice Principal, will offer as part of a support package, advice, guidance, opportunities to students parents and members of staff.
- 12.7 If it is felt, weighing up the probabilities, that there is a case to be heard then in all instances the DCPC will contact social services for consultation and Safeguarding procedure will be implemented, (See Appendix 1).
- 12.8 There are several outcomes for any Safeguarding investigation and depending upon the nature and circumstances of the allegation will dictate which outcomes are forthcoming,

The individual may face, (not mutually exclusive), Internal Disciplinary Procedures, Criminal Proceedings and/or civil proceedings, instigated by the person/family of the person who alleged the abuse. The results of the Police and CLA Social Services investigation may influence the CATS disciplinary investigation, but not necessarily. It is important to realize that irrespective of the findings of CLA Social Services or of police inquiries, CATS will treat all individual cases under disciplinary procedures.

Allegations made against the Principal should be referred to the CEG Chief Executive at Kett House, who will investigate alongside a designated DCPC from one of the Colleges

12.9 Confidentiality

Every effort will be made to ensure that confidentiality is maintained for all concerned. Information will be handled and disseminated on a *need to know basis* only. This includes the following people:

- the members of the Safeguarding Team CPT overseeing any investigation
 - the parents of the person who is alleged to have been abused
 - the person making the allegation
 - CLA Social Services and the police
 - the alleged abuser (and parents if the alleged abuser is a student)
- 12.10 Any information will be stored in a secure place with access limited to the Senior Management Team and the Designated Person for Safeguarding and in line with data protection laws, (e.g. that information is accurate, regularly updated, relevant and secure).
- 12.11 It is important to note that The Freedom of Information Act gives the right of notification to the alleged abuser. It is also important to note that in the initial stages the alleged abuser should only be given notification that an allegation has been made. As to the details and nature of the complaint or allegation this should not be disclosed before it has been agreed by social services, the police or the DCPC.
- 12.12 All staff must be clear with children that they cannot promise to keep secrets.

13.0 Children in Care

The Head of Welfare (Canterbury), Director of Accommodation and Welfare (Cambridge) and Head of Welfare (London) carries responsibility for children in care and will monitor educational outcomes and pastoral issues in conjunction with the Additional Learning Support Co-ordinator

14.0 Implementation, Monitoring & Review Procedures

- A summary of CATS Safeguarding Policy will be included in all new staff members' induction packs thus ensuring that the message that all new staff members whether paid or casual are clear in the knowledge of their own duties and responsibilities towards student protection
- Operate sound recruitment procedures for all staff
- Identify and provide the appropriate Safeguarding training for staff
- DCPC to remain updated on legislation relating to Safeguarding
- Safeguarding Policy to be reviewed yearly by the DCPC



- Training offered to every member of staff
- Monitoring of this policy will be undertaken by the Vice Principal by reviewing,
 - Single Central register
 - Safeguarding register
 - Training Audit

Yearly review of the policy by the DCPC

All Safeguarding and Welfare Policies have regard to the guidance issued by the Secretary of State and the Local Safeguarding Children Board procedures

Appendix 1

What to do if

- **A student self discloses a Safeguarding concern**
- **Or you have concerns surrounding a Safeguarding issue/s**
- **Or any other safeguarding, welfare or Safeguarding concern/issue**

Concerned about Student Abuse?

Emotional Abuse	Physical Abuse	Neglect	Sexual Abuse	Organised Abuse	Internet
------------------------	-----------------------	----------------	---------------------	------------------------	-----------------

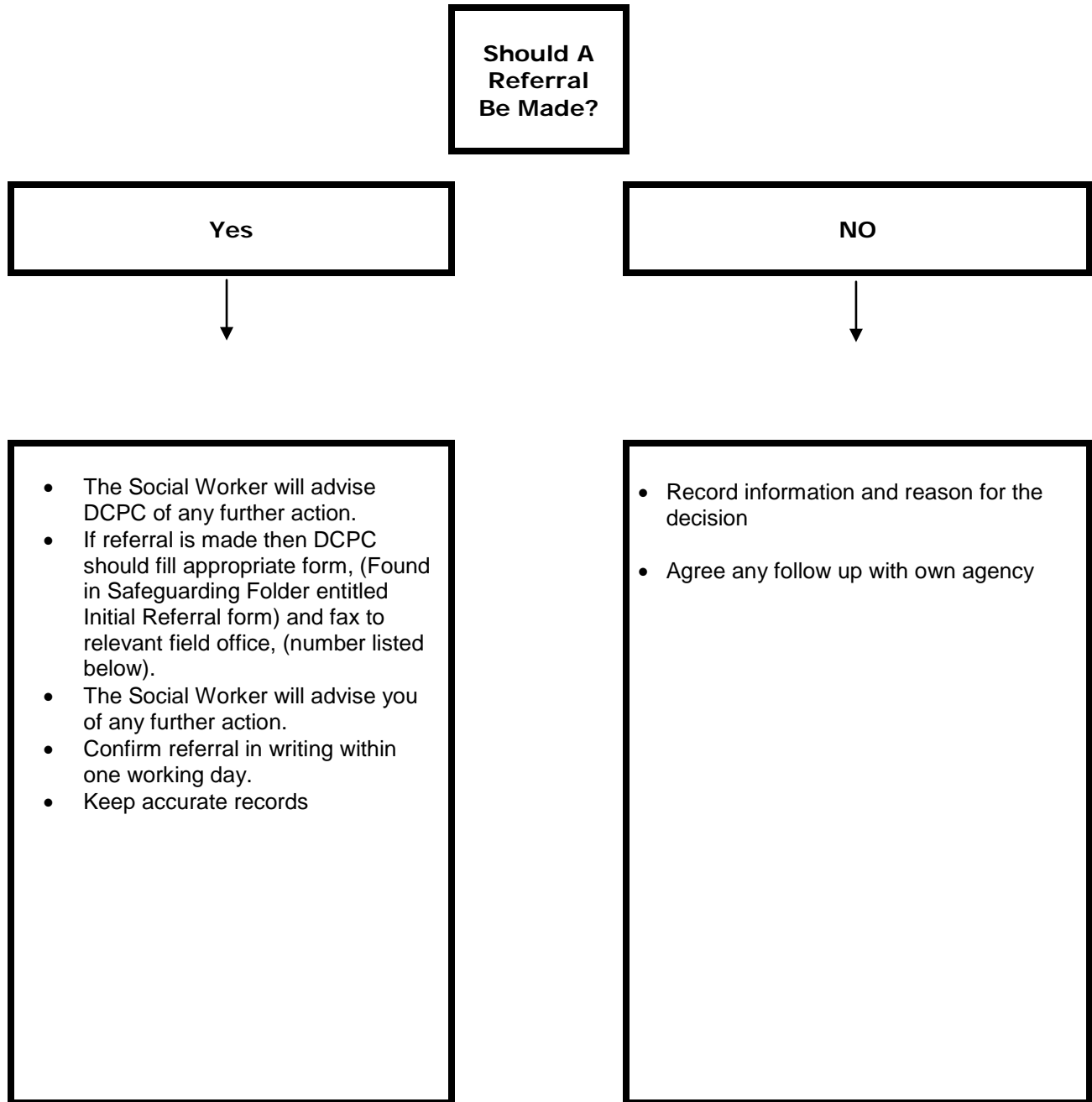
What do I do?

1. It is important that you listen and appear to have time.
2. Stay calm and show that you are taking this seriously.
3. You do not have to make any decision as to whether or not the child is telling the truth.
4. You should reassure the child and tell him/her that she/he has done the right thing in telling you, that it is not his/her fault and that it has happened to other children.
5. Never ask leading or closed questions.
6. Never judge or condemn the alleged abused.
7. Explain the information will have to be passed on.
8. Don't promise to keep the abuse secret or make any other promise you can't keep.
9. If a child says they will only tell you if you promise not to pass the information on explain that this is not possible, even if this means they refuse to say anything more.
- 10 Record the conversation promptly and accurately on a logging concern sheet, date and sign it and pass it on to the Designated Person immediately.

In the first instance share your concerns with the DCPC, Deputy DCPC, Vice Principal or Principal. If the DCPC is accused then concerns or allegations should be shared with Principal. House Supervisors should share their concerns with Pastoral Staff

What Happens Next

DCPC should confer with Principal. Advice will be sought from the Local Safeguarding Board. Best Practice to consult with Duty Social worker or Social Services. If allegations are made against staff it must be discussed with social services prior to any action



Contact Numbers – Canterbury

- DCPC Mobile 07876684206 DCPC is Kerry Cosson, Deputy Beryl Wilson/Darren Phillimore 07740237038
- Children Safeguard Service East Kent Out of Hours Student Officer 01227 285682. M.O.B. 07786 191601
- Social Services (County Duty) – Out of Hours Service 01223 652100
- Children and Family Social Services Team – 01227 598500
- Fax Initial Referral Form to 01223 652261

Contact Numbers – Cambridge

- DCPC Mobile 07767 893639/07887 793021. Kevin Savage – Deputy Jo O'Regan, Antonio Notarnicola
- Social Services, (County Duty) - Out of Hours Service – 01733 234724
- Child Education Protection Service – Advice line – 01223 712096
- Adult Social Service 0345 0455202 (until 8pm). Camdoc - 01223 464242
- Emergency Duty including mental health (EDT) 01733 234724
- Cambs. Direct Contact Centre (Social Care): 0345 0450180
- CentralReferral.TaskingUnit@cambs.pnn.police.uk

Contact Numbers – London

- DCPC – Adam Poole – Telephone: 07500 926809
- Deputy DCPC – Kirsty White – Telephone: 07590 949598
- Camden Children Safeguarding Board – Telephone: 020 7974 4003/020 7974 6666, (Out of Hours Service 020 7974 4444)

Emergency/Alternative Numbers

- Camden Children's Safeguarding Board – Telephone: 020 7974 6639
- College Doctors - Telephone: 020 7833 9939
- Child Line – Telephone: 0800 400222
- NSPCC – Telephone: 0808 800 5000
- National Bullying Helpline – Telephone: 08452 255787