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1. Introduction

Darlington College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff, Governors, volunteers and Partners working in College to share this commitment.

2. Scope

This procedure has been developed to ensure that the Governing Body complies with statutory duties under Section 175 of the Education Act and in response to Government statutory guidance, including Working Together to Safeguard Children 2018 and Keeping Children Safe in Education, Statutory Guidance 2020 (KCSiE) about the College’s role in safeguarding and promoting the welfare of young people and vulnerable adults attending the College. This procedure covers all applicable students on all types of provision including apprenticeships and HE where appropriate.

The College also works with the Darlington Safeguarding Partnership and attends the Partnership Board Meetings.

For the purpose of these procedures, the term ‘young people’ refers to anyone who has not reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate for children and young people does not change his or her status or entitlement to services or protection under the Children Act 1989. The Act gives every child the right to protection from all forms of abuse and exploitation and the right to have enquiries made to safeguard their welfare and wellbeing.

Keeping Children Safe in Education, Sept 2020 stipulates that ‘All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments’.

All staff MUST read Part 1 KCSIE and understand updates and role regarding safeguarding responsibilities, including online safety, mental health, Child Sexual Exploitation and Child Criminal Exploitation.

All staff should have an awareness of:

- risks outside the home / school and children’s vulnerability to criminal exploitation, sexual exploitation and serious youth violence.
- of vulnerable children in school and understand that mental health problems, poor behaviour and attendance can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or trauma

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- the long lasting impact of abuse, neglect, trauma and child adverse experiences on mental health, behaviour and education outcomes.

2.1 Definitions for the purpose of this procedure

2.2 Safeguarding

Mental health has become a key focus within the KCSiE (Sept 2020) document for staff, definition of safeguarding reflects this, with mental health being added to the definition of safeguarding.

Definition of Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

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

Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Early Help

'All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the Safeguarding Team'. KCSiE, Sept 2020.

The **Early Help Assessment** is a standardised approach to assess young people's needs for services. It is targeted at those young people with unmet additional needs and where there are concerns around their wellbeing, including those at risk of achieving poor outcomes. The EHA has been developed nationally for use by practitioners in all agencies to facilitate communication and working together. It is particularly for use where a multi-

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agency approach is required to help to identify problems before they become serious, through the creation of a team around the child. (See section 12).

All staff should be aware of young people who might need early help for example:

- Is disabled or has specific additional needs or special educational needs (whether they have an EHCP or not)
- Is a young carer
- Is showing signs of being drawn into criminal behaviour
- Is frequently missing or goes missing from a foster carer or care home
- Is in a family situation where there is drug or alcohol misuse, adult mental health issues or domestic abuse
- Is at risk of being radicalised or trafficked or exploited.

2.3 Definitions of Abuse

Definition of abuse updated in KCSiE, Sept 20, to reflect updated departmental guidance. **'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. They may be abused by an adult or adults or by another child or children.'

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the college procedure with regards to peer on peer abuse. All concerns of this nature should be reported to the Safeguarding Team.

The Children's Act 1989 recognises four categories of abuse – physical abuse, emotional abuse, neglect and sexual abuse, including sexual exploitation.

All staff should have an awareness of safeguarding issues – some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

a. Physical Abuse

This is actual or likely physical injury to a child/individual, or failure to prevent physical injury (or suffering) to a child/individual. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation 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.

b. Emotional Abuse

This is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 in

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so far 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 the child’s developmental capability, as well as over protection 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 to frequently feel frightened or in danger, or the exploration or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

c. Neglect

This is the persistent failure to meet a child’s/individuals 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 parents or carer, failing to provide adequate food, clothing and shelter and failing to protect a child from physical and emotional harm or danger. It is also failing to ensure adequate supervision and access to appropriate care or treatment. It may also include the neglect of, on lack of response to a child’s basic emotional needs.

d. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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.

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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2.4 Child Sexual Exploitation (CSE)

“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.”

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- 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.

Sexting (also known as Youth Produced Sexual Imagery) and Online Safety

Whilst professionals refer to the issue as ‘sexting’ there is no clear definition of ‘sexting’. Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.’ Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

All full-time students will receive a tutorial on e-safety and safeguarding when they join the college and an information booklet on how to keep themselves safe online.

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Ongoing advice on this will be given by the Progression Coaches during tutorials and by the Student Support and Safeguarding team as necessary.

Staff should continue to think about how they can incorporate online safety into the sessions they deliver to students. The teaching of online safety is **not** optional.

2.5 **Revenge Porn**

There are an increasing number of cases where images are being posted on line by ex-partners in a bid to cause hurt and distress. This is known as revenge porn and it is now a criminal offence.

2.6 **Peer on Peer Abuse**

All Staff should be aware that children can abuse other children. 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 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
- Sexting (also known as youth produced sexual imagery) and
- Initiation/hazing type violence and rituals.

Staff should have a clear knowledge of the College's procedure with regard to peer on peer abuse.

2.7 **Sexual Violence and Harassment**

Any type of sexual violence / sexual harassment will be dealt with on a case-by-case basis, depending on the facts and the Safeguarding Team should be called in immediately this is reported to any member of staff.

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.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate

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a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: 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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and

Upskirting

Upskirting 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. It is now a criminal offence and carries up to 2 years in jail or being put on the sex offender’s register.

Please also refer to the Bullying and Harassment Procedure (SAF02P).

Child Criminal Exploitation (CCE)

All staff should be aware of indicators which may signal that young people are at risk from, or are involved with serious violent crime. These may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possession could also indicate that children and young people have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

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Serious Violence

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

County Lines

County lines commonly involves the illegal distribution and dealing of seriously dangerous drugs from one city/town to another. The most common drugs involved are heroin and cocaine (crack and powder), but also MDMA, cannabis, amphetamines and spice.

Gangs are deliberately targeting vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this.

Common Terms

Going Country - This is the most popular term that describes county lines activity. It can also mean the act of travelling to another city/town to deliver drugs or money.

Trapping - The act of selling drugs. Trapping can refer to the act of moving drugs from one town to another or the act of selling drugs in one.

Trap House - A building used as a base from where drugs are sold (or sometimes manufactured). These houses usually are occupied by someone (usually adult drug users but sometimes young people are forced to stay in trap houses) location.

Trap Line - This refers to when someone owns a mobile phone specifically for the purpose of running and selling of drugs.

2.8 Honour-based Abuse

Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM and Forced Marriage, **not necessarily violent which is why the term has been change to HBA and not HBV.**

2.9 Female Genital Mutilation

FGM definition – KCSIE 2019

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 harmful consequences.

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Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information. In college this can be done with the support of the Safeguarding Team.

Forced Marriage

A marriage conducted without the full and free consent of one or both 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. Lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

Breast Ironing

Traditional West African practice involves the pounding of developing breasts of young girls with hot objects, most commonly stones, spoons and hammers, in the belief it makes them less desirable to men and discourages premarital pregnancy. Breast ironing originated in Cameroon, where it affects as many as one in four girls. It also takes place in Nigeria, Benin and Chad. It is typically carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment and rape, to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education rather than be forced into early marriage.

As well as extreme pain, the practice can cause tissue damage and some medical experts have warned it could contribute towards breast cancer, cysts, abscesses and lead to problems with breastfeeding.

https://en.wikipedia.org/wiki/Breast_ironing

Domestic Abuse

The impact on the young person of witnessing, hearing or being subject to domestic abuse which is known to cause emotional distress.

Hidden Harm

The effects on the young person as a result of a parent or carers misuse of substances such as drugs or alcohol.

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Emotional Health and Well-being

KCSiE Sept 2020 incorporates a new section on mental health

Focus

- Staff are well placed to identify behaviour that suggests children may be experiencing mental health problems or those at risk of developing one.
- All staff should also be 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.
- **All staff must have awareness of where children have suffered abuse, neglect, trauma, child adverse experiences that these can have an impact of a child's mental health, attendance, behaviour and education attainment.**
- Staff should have awareness of the long-lasting impact of abuse, neglect, trauma and child adverse experiences on mental health, behaviour and education.
- Where a child has mental health issues and there are safeguarding concerns staff should implement child protection procedures.

Students may at any time experience periods of distress, anxiety, depression or other emotional issues. The college will support all such students including those who self-harm. The team of Student Support Advisers are available to support in this way.

Self-Harm

The Darlington LSCB has adopted the NICE (2004) self-harm definition: 'the definition of self-harm is intentional self-poisoning or self-injury, irrespective of the apparent purpose of the act. Self-harm includes cutting, poisoning, asphyxiation, burning and other self-inflicted injuries'. Self-harm can also include eating disorders, risk-taking behaviour and drug and alcohol issues. Self-harm is often a coping mechanism, an individual harms their physical self to deal with emotional pain or to break feelings of numbness. Self-harm can become a natural response to the stresses of day-to-day life and can escalate in frequency and severity.

All instances of self-harm should be referred to the Student Support Advisers who will liaise with the Safeguarding Team. There are various external agencies who can become involved in order to support a young person. (see STS04P Mentoring Support for Students).

Teenage Relationship Abuse

Abuse in young people's relationships can involve the same forms of controlling and coercive behaviour, physical, emotional, psychological, financial and sexual violence and abuse as seen in adult relationships.

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2.6 Radicalisation /Extremism

Is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Keeping Children Safe in Education states: 'The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism' ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area'.

Young people and vulnerable groups are particularly targeted by groups who may promote violent extremist activity.

College staff should be aware of signs of radicalisation and have the confidence to report their concerns to the Safeguarding Team.

The College will also promote the ethos of the '**Prevent**' agenda by encouraging free and open debate but challenging extreme views. It will encourage through its classroom practice, theme weeks and induction activities, a belief in Equality of Opportunity and the celebration of Diversity.

The College will not host or allow its premises to be used by extreme groups and will seek to prevent the distribution of extreme literature.

The college has a legal responsibility to forbid the promotion of partisan political views in the teaching of any subject in the college and must take such steps as are reasonably practicable to secure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Promotion of any organisations linked to violent extremism is contrary to the values of the college and could constitute misconduct.

The College will provide appropriate support through its own staff or by referral to external agencies, for any student in danger of radicalisation.

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Modern Slavery

Modern slavery is the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. Individuals may be trafficked into, out of or within the UK, and they may be trafficked for a number of reasons including sexual exploitation, forced labour, domestic servitude and organ harvesting.

<http://www.darlingtonsafeguardingboards.co.uk/children-safeguarding-board/professionals/multi-agency-guidance/>

Children Missing from Education

Progression Coaches will contact parents on the first day of absence for any student who has not attended college. Continued absence will be followed up with parents/guardians via telephone, email or letter.

Information on many of these issues can be accessed on the Darlington Safeguarding Children Multi-Agency Guidance

3 Requirement

Procedure for College Staff

Keeping Children Safe in Education, Sept 2020 stipulates that 'schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to Safeguard Children'. Safeguarding is everyone's responsibility and KCSiE states 'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child'.

Darlington College recognises the responsibility placed upon its staff to deal with concerns around wellbeing and actual or suspected child abuse in a positive and effective way. Staff will endeavour to recognise and deal with concerns as quickly as possible and in accordance with the outlined procedures, which are intended to provide guidance and help/protection for young people, parents and staff. These procedures apply to anyone who is enrolled as a student of the College or anyone attending specific activities arranged and managed by the College, including placements, irrespective of location.

Staff will be required to attend mandatory safeguarding training as quickly as possible following their staff induction and refresh this every 3 years. They will also be required to have updates, at least annually, on any safeguarding issues. This will be done through the termly Safeguarding Bulletins and other notices with regard to safeguarding. They will also be required to adhere to the college Safeguarding Code of Conduct and ensure their behaviour with students is appropriate at all times.

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The Safeguarding Code of Conduct stipulates a clear policy on the use of mobile technology by staff in that no member of staff should contact a student on their own personal devices. If students need to be contacted then college owned devices must be used. The online safety policy also includes students. The college safeguarding training for staff also includes information on online safety.

Any person who is either employed by the College (voluntarily or paid) or acting in a position of responsibility with children, young people or vulnerable adults, who has concern for the wellbeing of a child, young person or vulnerable adult or knowledge or a suspicion that a child/young person/vulnerable adult is being abused or is at risk of abuse has a duty to refer his/her concern immediately. This guidance is to inform staff what they should do and why if they suspect or have disclosed to them an incident of abuse.

Duty to initially inform

All staff, acting in a position of responsibility with children, young people or vulnerable adults are required to discuss any concern or suspicion with the College’s Safeguarding Team or Duty Manager (see College Contacts). It is vital that staff then put their concerns in writing and complete the Safeguarding Referral on staffnet. However, according to Keeping Children Safe in Education, Sept 2018, ‘in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care.

Disclosure

When a student discloses abuse to a member of staff their account must be taken seriously and listened to. Staff will proceed in accordance with the procedures set out below which are in accordance with the Darlington Safeguarding Children Board’s Child Protection Procedures

- Allow student to speak freely
- Remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- Do not be afraid of silences, allow space and time for student to continue, staff must recognise the barriers the student may have had to overcome to disclose
- Clarify or repeat back to check what you have heard if needed but do not lead the discussion in any way and do not ask direct or leading questions – such as.. whether it happens to siblings too, or what does the student’s mother thinks about it
- Use questions such as **Tell me....explain, describe. Is there anything else?**
- At an appropriate time tell the student that in order to help them, you, the member of staff, must pass the information on
- Tell the student what will happen next. The student may agree to go with you to see the Safeguarding Team. Otherwise let them know that you will be consulting them
- Write up their conversation as soon as possible on the online safeguarding referral form which will go automatically to the Safeguarding Team – **go and see**

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the Safeguarding Team if the concern is urgent

- Seek support if they feel distressed.

Confidentiality

The student should be informed that there is a legal duty to inform an authorised agency. Promises of confidentiality should not be given as developments may result in this not being possible.

Staff and external agencies will be informed of relevant information in respect of individual cases regarding safeguarding on a 'need to know' basis only.

Duty to Refer

In cases requiring the protection of the young person or vulnerable adult the College will conform to the duty to refer the concern to either the appropriate Safeguarding Children or Adult Teams or the Police. The student or parents may wish separately to refer their concern to the police.

4. Concerns

A full record should be made, as soon as possible, of the nature of the concern/disclosure and any other relevant information using the online Safeguarding Referral form on staff net. This will automatically be sent to the Safeguarding Team. **However, if the concern is urgent it is essential that you come and discuss the situation immediately with the Safeguarding Team.**

Emergency Procedures

If a student is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. The College aims to always have at least one member of the Safeguarding Team in the building during normal working hours and a Duty Manager on duty until the college closes. Emergency numbers are on the College website for out of hours help and support from Local Agencies.

5. Concerns or disclosure in relation to Children attending the College Childcare Centres - See separate Childcare Centre's procedures.

6. Pre 16 School Students

In the event that a Pre 16 School Student discloses abuse or a college staff member has concern for the Student's wellbeing or a suspicion that they are being abused, the staff must implement the point 4 of this procedure by completing a safeguarding referral form and contacting a member of the College Safeguarding Team.

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Duties of the Safeguarding Team in regards to Pre 16 students. The member of the Safeguarding Team who receives the referral must record all relevant details on the college referral form and contact the Designated Safeguarding staff member at the relevant school. The referral must be logged on the College safeguarding log, including the action the School intends to take. If the student is not on a school roll, eg previously Elective Home Educated the safeguarding team will deal with the concern.

7. Concerns or disclosures in relation to a Student over 18 years

There is no need to report the concern/disclosure to any outside agency unless there is a risk to others under 18, in which case the procedure for students under 18 should be followed. A student over 18 may wish to involve the police. In this case the College’s role is to support the student through the process and direct the student, if appropriate, to other supporting agencies eg counselling, well woman/man clinic etc.

8. Concerns or disclosures in relation to a Student with learning difficulties, and/or physical or mental impairments, aged 18 or over

The College has a duty of care towards students with learning difficulties and or physical or mental impairments. The decision to report abuse should not be made by a single person. If abuse is suspected or reported to a member of staff, he/she should discuss the matter with a member of the Safeguarding Team before contact with external agencies. The course of action will be a matter of professional judgement. The member of staff to whom the abuse is revealed should explain the above to the student so that the student is aware that it may not be possible to maintain confidentiality.

8.1 Students under 18 with Special Educational needs (SEN) and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. As a college we aim to ensure that our procedures reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children and young people. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing and signs; and
- Communication barriers and difficulties in overcoming these barriers.

8.2 Looked After Through Care, Leaving Care and Young Carers

Within the college community there are groups of students who, for one reason or another, may be vulnerable. Students in care, leaving care or those caring for relatives are amongst this group although this is not exclusive and there are other minority groups who are also considered to be more vulnerable. The college supports all groups

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of vulnerable students and the Designated Teacher for Looked After Children in college is the Student Services and Safeguarding Manager. All LAC and LC, YC have a Student Support Adviser who liaises with the curriculum to ensure that these students are fully supported.

A 'vulnerable adult' is someone aged 18 years and over who is, or may be, affected by a physical or mental impairment or learning difficulty. Procedures relating to students over 18 are detailed in sections 5 and 6. In this procedure the terms 'child', 'young person' or 'vulnerable adult' will be used as appropriate.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

9. Concerns regarding staff members conduct or there is a suspicion or allegations of abuse

Procedure should be used in cases which it is alleged that a person who work with students or young people in the community has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or relate to a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Any concerns regarding staff member's behaviour or if there is a suspicion or allegation of abuse by a member of staff must be reported to the Principal and Chief Executive.

The Principal will decide how the matter should be investigated and this will usually involve the HR department and instigation of the formal investigation procedure. In addition, a referral will be made in relation to Child Protection (if appropriate) under section 10 below and a separate referral will be made to the Designated Officer at the local authority. The College investigation will be in line with the Darlington Safeguarding Partnership Child Protection Procedures and the College's staff investigation procedures. While an investigation is taking place, a student will be assigned a member of staff, usually a Student Support Adviser, to support them. The nominated Safeguarding Team member will liaise with parents and the HR section throughout the process. Support for the staff member will be arranged through the College HR department.

If the concern or allegation is against the Principal the concern must be reported to the Chair of Governors. Malicious or false allegations will be dealt with through the College Disciplinary procedures.

Refer to HR Investigation Procedure HUM33P

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Whistle Blowing Procedure

If staff have any concerns about the behaviour of another member of staff then they should follow the whistle blowing procedure (HUM07P). If they have concerns about unsafe practice or potential failures in the college’s safeguarding regime then this procedure should also be followed.

10. Action to be taken when reporting a safeguarding concern

On receipt of a completed Safeguarding Referral Form the College’s Safeguarding Team representative will make a decision regarding action to be taken.

Possible actions are identified:

- Child Protection Referral to Social Care or contact with police – this should be acted upon as soon as possible and will override Early Help Assessment (EHA)
- Completion of Early Help Assessment (EHA)
- Referral to Student Support or single external agency
- Completion of a Risk Assessment
- Record and monitor incident, disclosure or concern

In making this decision the following factors will be taken into account:

- Nature and severity of concern/disclosure
- Potential risk to the young person (or others)
- Needs of the young person
- Whether a multi-agency approach is required to address concerns highlighted

In making this decision advice may be sought from the Children's Safeguarding Duty Team at the Local Authority. In Darlington this is the Children’s Access Point. In other areas it will be the respective Duty Team.

Notifying Parents

The College will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the Safeguarding Team will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the College believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from Children’s Access Point or other Local Authority Children’s Services if outside Darlington.

11. Child Protection Referral

When a member of the Safeguarding Team identifies the need to make a referral to Children's Services he/she will:

- Contact the Police / relevant Safeguarding Children Duty Team,
- Complete and return the Children Service referral form

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A copy of the Safeguarding Referral form will be held online.

12.Risk Assessment

Where appropriate a risk assessment will be carried out by a member of the Safeguarding Team. This will include documentation of risks and controls in relation to the individual and others. In extenuating circumstances this may result in an individual being refused a place at College or their current place being withdrawn.

13. Record Keeping

The nominated member of the Safeguarding team will maintain a log of all initial reports of concerns/disclosures; this will be updated to record action taken. This will be done online in an appropriate software package.

All concerns will be monitored regularly by the safeguarding team. The College will follow the guidelines below regarding passing on information and retention of records:

Child protection files should be passed on to any new school a child attends (Information and Records Management Society (IRMS), 2016; Department of Education, 2016; Department for Education (DfE), 2018). The file should be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2016).

14. Monitoring and Evaluation

Our Safeguarding Children policy and procedures will be monitored and evaluated by:

- Completion of mid and end of year safeguarding reports to the Governing Body
- Student surveys and questionnaires
- Discussions with students and staff
- Scrutiny of the College’s single central record of recruitment checks
- Monitoring of logs of bullying/racist/behaviour incidents
- Supervision of staff involved in child protection

15. Challenge and Escalation

- We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.
- As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

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- We are aware of the LSCB escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

COLLEGE SAFEGUARDING TEAM

Carole Todd Deputy Principal, Ext 3178 - College’s Nominated Safeguarding Lead
 Julie Davison Student Liaison Manager and Safeguarding Manager, Ext 3036
 Hildy Gardner Safeguarding and Transitions Officer, Ext 3033

In the event of none of the above being available the Duty Manager will take responsibility or in an emergency children’s social care can be contacted on 742020

Duty Manager:

As per duty rota Ext 3072

Linked Procedures

- Prevent Strategy and Action Plan
- Bullying and Harassment Procedure
- Online Safety Policy
- Whistle Blowing Procedure

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APPENDIX 1

Additional Information and Advice

Abuse or Safeguarding Concern	Link to Guidance/Advice	Source
Abuse	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2	DfE Advice
	https://www.gov.uk/domestic-violence-and-abuse	Home Office
	https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief	
	https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/	Home Office Website
Bullying	https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/	DfE Advice
Children and the Courts	http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11-eng.pdf	MoJ Advice
	http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf	MoJ Advice
Children Missing from Education, Home or Care	https://www.gov.uk/government/publications/children-missign-education	DfE Statutory Guidance
	https://www.gov.uk/government/publications/children-who-run-away-or-go-missign-from-home-or-care	DfE Statutory Guidance
	https://www.gov.uk/government/publications/missign-children-and-adults-strategy	Home Office Strategy
Children with Family Members in Prison	https://www.nicco.org.uk/	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines	Home Office Guidance
	https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners	DfE

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	https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance	DfE and Home Office Guidance
Covid-19	https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term	DfE
Drugs	https://www.gov.uk/government/publications/drugs-advice-for-schools	DfE and ACPO Guidance
	https://www.gov.uk/government/publications/drug-strategy-2017	Home Office Strategy
	http://www.talktofrank.com/	Talk to Frank Website
	http://mentor-adepis.org/	Website developed by Mentor Uk
Honour Based Violence	https://www.gov.uk/government/collections/female-genital-mutilation	Home Office
	https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation	DfE, DH, and HO statutory guidance
	https://www.gov.uk/forced-marriage	Foreign Commonwealth Office and Home Office
KCSiE Full Guidance	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping children safe in education 2019.pdf	DfE
KCSiE Part 1 for all staff	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/836144/Keeping children safe in education part 1 2019.pdf	DfE
When to call the Police	https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf	NSPCC
Sexual Violence	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual violence and sexual harassment between children in schools and colleges.pdf	DfE

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APPENDIX 2

Key Safeguarding Contacts

Social Care

Children's Initial Advice Team
Telephone: 01325 406252

The Children's Initial Advice Team is available during the following hours:
Monday - Thursday: 8.30 am – 5.00 pm
Friday: 8.30 am – 4.30 pm

If you need to get in touch out of office hours, contact the Emergency Duty Team on 01642 524552

Police Non-emergency 101

Education

Education Safeguarding Officer/ CME Officer
Joanna Conway,
E-mail Joanna.Conway@darlington.gov.uk 01325 405848

Virtual Head for LAC

Calvin Kiplin 01325 406272

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism.

Anti-terrorist hotline: 0800 789 321

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264)
For education staff and governors to raise concerns relating to extremism directly and in confidence

CHANNEL Panel Chair

Jo Benson, Head of Youth Offending Service
Contact details: 01325 406791

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism
Anti-terrorist hotline: 0800 789 321

Whistle blowing 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

End of Procedure

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