

Safeguarding and Child Protection Policy

College of Animal Welfare

November 2017

INTRODUCTION

The College of Animal Welfare fully recognises the responsibility it has under section 175 (*Section 157 for Independent Colleges and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of young people.

This responsibility is more fully explained in the statutory guidance for Colleges and colleges “Keeping Young people Safe in Education” (September 2016). All staff must be made aware of their duties and responsibilities under part one of this document (set out below).

Staff should read the above document together with “What to do if you’re worried a child is being abused: Advice for practitioners” (July, 2015).

Through their day-to-day contact with pupils and direct work with families all staff in College have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which young people can learn
- Identify young people who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

(See Keeping Young people Safe in Education, 2016, p6)

This policy sets out how the College’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of young people who are pupils at the College. Our policy applies to all staff, paid and unpaid, working in the College including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the College and its governors.

It is consistent with the Local Safeguarding Young people Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole College protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE YOUNG PEOPLE those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH YOUNG PEOPLE

1.0 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect young people.
- 1.2 The College will therefore:
 - 1.2.1 establish and maintain an environment where young people feel safe in both the real and the virtual world and are encouraged to talk and are listened to
 - 1.2.2 ensure young people know that there are adults in the College whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
 - 1.2.3 include in the curriculum activities and opportunities which equip young people with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
 - 1.2.4 Include in the curriculum material which will help young people develop realistic attitudes to the responsibilities of adult life.

2.0 PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Young people Board “Inter-Agency Procedures”. A copy of these procedures can be found on the LSCB website www.cambslscb.org.uk
- 2.2 **The Designated Safeguarding Leads for Child Protection are: Barbara Cooper and Kim James.**
 - 2.2.1 The activities of the DSL can be delegated to appropriately-trained deputies (Designated Personnel DP).
 - 2.2.2 The lead responsibility for child protection remains with the DSL and cannot be delegated.
 - 2.2.3 The DSL and DPs complete the two day training provided by the Education Child Protection Service
 - 2.2.4 This training should be updated **every two years**.
 - 2.2.5 In addition to the formal training set out above the DSL and DPs should refresh their knowledge and skills e.g. via bulletins, meetings or further reading at **least annually**.
 - 2.2.6 The Employer Forum receive an annual report confirming that every member of staff, paid and unpaid, knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.

All staff receive training on safeguarding at Induction. Further training is completed within 6 months and annual updates thereafter.

2.2.7 Keeping Children Safe in Education states “During term time the designated safeguarding lead (Or a deputy) should always be available (during College or college hours) for staff to discuss any safeguarding concerns.

2.2.8 DSLs take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to both the Advice Line run by the Education Child Protection Service and Young people’s Social Care. The Emergency Duty Team (out of hours) is also available. Contact numbers are found in Appendix B.

2.4.12 The DSLs will ensure every member of staff knows:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a young person
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection/ safeguarding concerns to the DSL/DP
- that they have a responsibility to provide a safe environment in which young people can learn
- where to find the Inter – Agency Procedures on the LSCB website

2.4.13 DSLs will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. In addition all staff members should receive regular safeguarding and child protection updates as required.

2.4.14 DSLs will ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to young people and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies

2.4.15 DSLs will ensure that parents are informed of the responsibility placed on the College and staff in relation to child protection by setting out these duties in the College prospectus/website.

2.4.16 DSLs will ensure that this policy is available publicly either the College website (www.caw.ac.uk).

2.5 **Liaison with Other Agencies**

The College will:

2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all young people

2.5.2 co-operate as required, in line with Working Together to Safeguard Children 2015, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

2.5.3 notify the relevant Social Care Unit immediately if:

- it should have to exclude a learner who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a learner who is subject to a Child Protection Plan
- there is any change in circumstances to a learner who is subject to a Child Protection Plan

2.6 Record Keeping

The College will:

2.6.1 keep clear, detailed, accurate, written records of concerns about young people (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately

2.6.2 ensure all records are kept securely, separate from the main student file, in a confidential section with limited access to only the safeguarding officers.

2.6.3 ensure all relevant child protection records are sent to the receiving College or establishment when a learner moves Colleges in accordance with the Education Child Protection Record Keeping Guidance

2.6.4 make parents aware that such records exist except where to do so would place the child at risk of harm.

2.6.5 All actions and decisions will be led by what is considered to be in the best interests of the child.

2.7 Confidentiality and information sharing

2.7.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent College staff from sharing information with relevant agencies, where that information may help to protect a child.

2.7.2 Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a learner or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead.

2.7.3 The Designated Safeguarding Lead will make a decision about what information to share. This decision will consider the balance between the potential risk to the young person and the principle of working openly and honestly with parents.

The College will:

2.7.4 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required.

(See "Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers", DfE 2015)

- 2.7.5 ensure that the Designated Safeguarding Lead will only disclose any information about a learner to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- 2.7.6 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard young people
- 2.7.7 ensure staff are clear with young people that they cannot promise to keep secrets.

2.8 **Communication with Parents/Carers**

The College will:

- 2.8.1 ensure that parents/carers are informed of the responsibility placed on the College and staff in relation to child protection by setting out its duties in the College prospectus/website.
- 2.8.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the College believes that notifying parents could increase the risk of harm to the young person, advice will be sought from Social Care. *(Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Young people Board)*
- 2.8.3 Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the young person has an injury.
- 2.8.4 record what discussions have taken place with parents on the Log of Concern about a person's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

3.0 **SUPPORTING VULNERABLE YOUNG PEOPLE**

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those young people which may last into adulthood without appropriate intervention and support.
- 3.2 This College may be the only stable, secure and predictable element in the lives of young people at risk. Nevertheless, when at College their behaviour may be challenging and defiant or they may become withdrawn.
- 3.3 We recognise that some vulnerable young people may develop abusive behaviours and that these young people may need to be referred on for appropriate support and intervention.
- 3.4 **The College will support the learner through:**
 - 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation
 - 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community

- 3.4.3 The College's behaviour policy will support vulnerable learners in the College. All staff will agree on a consistent approach, which focuses on the behaviour of the learner but does not damage the learners' sense of self worth. The College will ensure that the learner knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- 3.4.4 Liaison with other agencies which support the learner such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Locality Teams
- 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.4.6 Recognition that young people living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.4.7 Monitoring and supporting learners's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children's Board "Inter - Agency Procedures"
- 3.4.8 When a learner who is subject to a child protection plan leaves, information will be transferred to the new College immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed
- 3.4.9 When a learner is missing from education, the College will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a young person is subject to a Child Protection Plan or there have been ongoing concerns.

3.5 Substance Misuse and Child Protection

- 3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the College will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the learner's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

3.6 Young people of Substance Misusing Parents/Carers

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to young people, especially when combined with other features such as domestic violence.
- 3.6.2 When the College receives information about drug and alcohol abuse by a young person's parents/carers they will follow appropriate procedures.

3.6.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the learner
- Young people exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.7 **Domestic Abuse**

3.7.1 Where there is Domestic Abuse in a family, the young person will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

3.7.2 Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.

3.7.3 This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

3.7.4 Colleges are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

3.8 **Female Genital Mutilation (FGM)**

3.8.1 "FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways". (Multi-agency statutory guidance on female genital mutilation, April 2016).

3.8.2 The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

3.8.3 FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

3.8.4 It is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. (Multi-agency statutory guidance on female genital mutilation, April 2016)

3.8.5 The College takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

3.8.6 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the learners's wishes.

3.9 Child Sexual Exploitation (CSE)

3.9.1 Child Sexual Exploitation is a form of sexual abuse where young people are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults.

3.9.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

3.9.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

3.9.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.

3.9.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to young people and young people who go missing, particularly on repeat occasions.

3.9.6 Colleges will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

4.0 Peer on Peer Abuse

4.1 Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.

4.2 This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a young person has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy.

4.3 Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.

4.4 The College will include within the curriculum, information and materials that support young people in keeping themselves safe from abuse including abuse from their peers and online.

4.5 Additional guidance on sexting can be found in 'Sexting' in Colleges: advice and support around self-generated images - What to do and how to handle it, published by CEOP.

5.0 Prevention of Radicalisation

- 5.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard young people, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable young people and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 5.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make young people and young people vulnerable to future manipulation and exploitation. The College of Animal Welfare is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 5.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities (including Colleges) 'to have due regard to the need to prevent people from being drawn into terrorism'. These duties should be seen alongside Colleges' duties to promote British values as a means of "building young people's resilience to radicalisation".
- 5.4 Staff in Colleges should be made aware of this duty.
- 5.5 When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.
- 5.6 See also "Revised Prevent Duty Guidance for England and Wales" (July 2015) (paras 57 – 76) for duties on staff in Colleges

6.0 PREVENTING SUITABLE PEOPLE FROM WORKING WITH YOUNG PEOPLE

- 6.1 The College will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Young people Safe in Education' (2016) and the Local Authority's Safer Employment Policy.
- 6.2 Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Employer Forum. (See Allegations flowchart Appendix C.) The College will follow the procedures set out in Part four of Keeping Young People Safe in Education.
- 6.3 Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary College settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not "disqualified by association". A record of self-declaration

should be kept on the College's Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail).

- 6.4 The College will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in *Keeping Young people Safe in Education, 2016 and the College's Personnel Manual from EPM Ltd or other HR provider (for subscribing Colleges)*.
- 6.6 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 6.7 The College will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the College and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 6.8 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that young people are protected.
- 6.9 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 6.10 The College will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all young people, especially those with a disability or who are vulnerable.
- 6.11 All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, Guidance for Safer Working Practice for Adults who work with Young people and Young People in Education Settings (October 2015).
- 6.12 The College will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 6.13 The College will ensure that communication between learners and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

7.0 OTHER RELATED POLICIES

7.1 Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for headteachers, staff and DSLs*)

Anti-Bullying
Health and Safety
E-Safety and Acceptable Use
Intimate Care Policy
Whistleblowing
Complaints procedure
Behaviour

7.2 Use of Mobile Phones Policy

7.2.1 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the College has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

8.0 YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

The College has some learners with emotional and behavioural difficulties and/or challenging behaviours. The College will support staff to decide appropriate strategies that will reduce anxiety for the individual learner and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

We promote high standards of practice, including ensuring that disabled young people know how to raise concerns, and have access to a range of adults with whom they can communicate.

9.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

9.1 The College fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of young people. It aims to ensure that the policies, procedures and training in College are effective and comply with the law and government guidance at all times.

It will:

- Nominate a Safeguarding Lead for safeguarding and child protection who will take leadership responsibility for the College's safeguarding arrangements and practice and champion child protection issues
- ensure an annual report is made to the College Employer Forum, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the College website.
- Ensure that young people's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure young people's wishes and feelings are taken into account where there are safeguarding concerns.

This policy was ratified on

and will be reviewed on

Signed by the Designated Lead

Principal

Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on young people including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing young people frequently to feel frightened or in danger
- The exploitation or corruption of young people

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - young people in looking at, or in the production of, sexual images,
 - young people in watching sexual activities
 - or encouraging young people to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people.

Useful Contacts

Education Child Protection Service Advice Line	Tel: 01223 703800
Cambridgeshire Direct Contact Centre (Social Care)	Tel: 0345 045 5203
Emergency Duty Team (Out of hours)	Tel: 01733 234724
Police Child Abuse Investigation Unit	Tel: 101
Local Authority Designated Officer (LADO)	Tel: 01223 727967
Named Senior Officer for allegations Education Adviser - Chris Meddle	Tel: 01223 703564
Cambridgeshire Local Safeguarding Young people Board – Safeguarding Inter-Agency Procedures http://www.cambridgeshire.gov.uk/lscb/	

Relevant Documents

“Working Together to Safeguard Young people: A guide to inter-agency working to safeguard and promote the welfare of young people” (March, 2015)

“Keeping young people safe in education: Statutory guidance for Colleges and colleges” (July, 2015)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Information sharing: Advice for practitioners providing safeguarding services to young people, young people, parents and carers” (March, 2015)

Guidance for Safer Working Practice for those working with young people and young people in education settings (October 2015)

‘Sexting’ in Colleges: advice and support around self-generated images - What to do and how to handle it, CEOP

Managing an Allegation Against a Member of Staff in your Establishment

Appendix C

