Guernsey College of further education

Strategic
Objectives

| Prioritise teaching & learning with students at the centre of our decision making | Value our people as positive, skilled and empowered, making real impact on learner outcomes | Embed robust quality & performance measures into our everyday practice | Engage collaboratively with all stakeholders in pursuit of our joint endeavours |

STUDENTS FIRST | REWARDING | INSPIRING | EXCELLENT SERVICE | EXCEEDING EXPECTATIONS

QAPP No	6 Health, Safety & Wellbeing	FORMS	0
ISSUE DATE	April 2021	Review Date	N/A
AUTHOR	Director of Student Support	Reviewed by	Director of Student Support
SHEET	24	Next review date	Jan 2023

Contents

1. Purpose of Procedure

1.1. The welfare of a child is paramount. All children regardless of age, gender, culture, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

2. Context

2.1. Guernsey College of Further Education (GCFE) recognises that children can be some of the most vulnerable members of society. Safeguarding children is everyone's responsibility, but education establishments and the people who work within them have particularly important roles to play. These include:

2.1.1. Proactively working to prevent harm and abuse

2.1.2. Responding to concerns if they arise and supporting the children involved

2.1.3. Sharing information and cooperating with other agencies.

2.2. GCFE is committed to safeguarding and promoting the welfare of all of its students, and this commitment is woven through everything that it does. At all times, the best interests of the child must come first.

2.3. The Children (Guernsey and Alderney) Law 2008 requires all States employees (and everyone else working with children) to work together and share information to ensure children and young people get the services they need to achieve or maintain a reasonable standard of health or development. The Islands Safeguarding Children Partnership (ISCP - A multi-agency committee with representatives from the public, private and voluntary sectors, which was given legal status in the Children (Guernsey and Alderney) Law, 2008) has established extensive guidance (http://iscp.gg) to promote effective coordination and cooperation between agencies providing services to children and families, which must be followed by all people working in education establishments in Guernsey and Alderney, whether paid or unpaid.

2.4. This policy has been written with reference to ISCP guidance and to good practice, as set out in English guidance document 'Keeping Children Safe in Education' (KCSIE). This policy sits alongside other policies that relate to specific areas of college life with safeguarding and wellbeing elements.

3. Aims

3.1. This policy is intended to:

3.1.1. Ensure all members of staff (and volunteers) at Guernsey College of FE are aware of their roles and responsibilities around safeguarding and protecting children from harm; know how to recognise abuse and know what to do if they have concerns

3.1.2. Show how GCFE works with other agencies to keep children safe

3.1.3. Highlight other policies that have a particular role in GCFE's wider approach to keeping children safe

3.1.4. Ensure that parents/carers are aware of college processes, roles and responsibilities.

4. Key Definitions

4.1. Safeguarding and promoting the welfare of children means:

    4.1.1. Protecting children from maltreatment

    4.1.2. Preventing impairment of children's mental and physical health or development

    4.1.3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and

    4.1.4. Taking action to enable all children to have the best outcomes

    This definition is based on that in England's Department for Education's Statutory Guidance document, 'Keeping Children Safe in Education'.

4.2. Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm

4.3. Child is a person under the age of 18

4.4. A child 'in need' is as defined in Appendix 3

4.5. A child 'at risk' is as defined in Appendix 3.

5. Accountabilities

5.1. The Principal is accountable for the implementation of this policy within college (delegating to the Director of Student Support), including ensuring information is presented, as appropriate, to the Board of Governors, Education Services and the ISCP, so those bodies can maintain a view of safeguarding practice.

5.2. The Head of Inclusion and Services for Children & Schools is the Lead Child Protection Officer (LCPO) within Education Services and oversees safeguarding and child protection across schools and services, reporting to the Committee for Education, Sport and Culture (ESC).

6. Responsibilities

6.1. Specific responsibilities within college are as follows. Some are talked about more, later in this document.

6.2. All college staff (teaching and non-teaching), and volunteers

All college staff and volunteers are responsible for playing their part in safeguarding and promoting the welfare of children, including:

    6.2.1. Acting professionally at all times, in line with Codes of Conduct

    6.2.2. Endeavouring to ensure a safe environment in which children can learn. This includes acting to report/manage (as appropriate) any observed risks to health and safety posed by either the physical environment, or actions of adults or children

    6.2.3. Undertaking child protection and safeguarding training appropriate to their role

    6.2.4. Being familiar with this policy, and other policies and systems that are of particular relevance to safeguarding, as appropriate to their role

6.2.5. Being aware of signs and indicators of abuse and neglect, as well as specific safeguarding issues

6.2.6. Reporting, recording and passing any concerns or suspicions to the DSL as soon as possible, no matter how trivial they may seem; not assuming that someone else will act instead

6.2.7. Listening to children if they disclose a safeguarding issue

6.2.8. Maintaining an appropriate level of confidentiality

6.2.9. Raising any concerns they may have about college's safeguarding practice or about particular members of staff/volunteers

6.2.10. Supporting any (ongoing) action that might be appropriate, including working in partnership with other agencies, with the aim of improving the child's situation.

6.3. The Principal is responsible for:

6.3.1. Ensuring there is an effective College Safeguarding and Child Protection (S&CP) Policy, which is subject to annual review, and other related key policies and systems

6.3.2. Ensuring that a senior member of college staff is designated as the lead for safeguarding and child protection within the college - the Designated Safeguarding Lead (DSL), with deputy DSL (or Progress Coaches) as appropriate to ensure cover for absence or any out of hours/out of term activities, etc. It is good practice that these roles are explicit in the holder's job description, and the DSL/deputy DSL should be clear about what the role involves

6.3.3. Ensuring the Safeguarding Team has the time, funding, training and resources to do their duties properly

6.3.4. Ensuring all staff, casual supply workers, volunteers and visitors (such as representatives of agencies coming in to college to support education/children at Guernsey College, and contractors) receive safeguarding and child protection induction, information and training appropriate to what they are doing in college

6.3.5. Ensuring that volunteers and visitors, etc are signed in/out and supervised as appropriate in college, in line with Education Services' policy

6.3.6. Ensuring opportunities are taken across the curriculum to teach children about safeguarding and to develop the skills they need to recognise danger and know how and where to seek help. This includes (but is not limited to) the delivery of effective Personal, Social, Health and Citizenship education (PSHCE), online safety and relationship education through the Personal Development Programme (PDP) appropriate to the needs of students

6.3.7. Ensuring effective pastoral care systems

6.3.8. Ensuring that relevant staffing ratios are met as appropriate, which may in some circumstances require the college to undertake a risk assessment

6.3.9. Acting as the 'Case Manager' if an allegation of abuse is made against another member of staff or volunteer, where appropriate

6.3.10. Designating a staff member to lead on Special Educational Needs and Disabilities (SEND)

6.3.11. Designating a staff member to promote the educational achievement of Looked After Children (LAC) and Previously LAC

6.3.12. Designating a college Attendance Lead, to lead on attendance/absence.

6.4. The Designated Safeguarding Lead (and Deputy DSL):

The DSL (and in their absence the deputy DSL) is the lead for child protection and safeguarding at GCFE. They should always be available during college hours in term-time. If an urgent situation arises outside of term-time that requires direct input from college, they (or the Principal) may be contacted for assistance (for example, about providing a report or suitable attendance at an urgent meeting). Summary broad responsibilities are:

6.4.1. Undertaking formal training appropriate to their role at least every two years, and refreshing knowledge at least annually. (The deputy DSL must be trained to the same level as the DSL.)

6.4.2. Ensuring the College's safeguarding policies are up-to-date, known and understood, and that staff and volunteers refresh training in line with ISCP requirements

6.4.3. Managing cases of safeguarding and child protection concerns: Supporting staff with advice as necessary; referring cases to relevant agencies and sharing information as appropriate to the circumstances, and ensuring ongoing cooperation in cases

6.4.4. Keeping thorough and secure child protection records.

7. Procedure

7.1. This policy applies to:

7.1.1. All staff (teaching and non-teaching, permanent and temporary, full-time and part-time)

7.1.2. Casual supply workers in college

7.1.3. Volunteers

7.1.4. Other visitors (such as representatives of other agencies coming in to college to support education/children, and contractors).

7.2. It extends to college activities taking place outside of the normal college day, and to college activities taking place off-site.

7.3. Safe Recruitment

The appointment of college staff – teaching and non-teaching – follows the States of Guernsey's recruitment processes and procedures, including vetting checks appropriate to the role (DBS etc.) The records of all staff working in college are held centrally, updated as appropriate by central and college staff.

7.3.1. Other adults who may work at college, for example:

- External Providers and Support Agencies that visit to help with curriculum delivery or otherwise support education/children

- Volunteers

- Contractors

should be vetted and supervised, appropriate to what they are doing and the contact they will have with children, in line with Education Services' policy (Vetting in Education Services, External Providers, Businesses and Support Agencies).

7.3.2. Any person who has not been vetted must not be left alone with children. A risk assessment should be carried out when deciding whether to seek an enhanced DBS check for supervised volunteers.

7.4. Induction

7.4.1. College Staff

All new staff (part-time and full-time) should receive an induction that covers:

- The college Safeguarding and Child Protection policy (including DSL role and identity)

- GCFE Policies relating to conduct and behaviour

- The relevant Code of Conduct for staff

- The States of Guernsey's Whistleblowing policy

- Relevant safety and welfare information

- Safeguarding training appropriate to role

- Online Safety policy and training, appropriate to role

Staff should sign to confirm that they have received and understood all of the above, with records kept for the staff file.

7.4.2. Casual Supply Workers, Volunteers and Other Visitors

A proportionate and risk-based approach should be taken in respect of the induction information provided to short-term temporary (casual supply) workers, volunteers and other visitors (for example, representatives of other agencies coming into college to support education/children, contractors). This should consider what the person will be doing, frequency of the activity and the amount of contact with children. As a minimum, they must receive sufficient information to be aware of the college's commitment to safeguarding children and know to raise any safeguarding concerns they may encounter while in college.

7.5. Training (including regular updates)

7.5.1. Staff, casual supply workers and volunteers are required to undertake safeguarding and child protection training suited to their role at induction and then at regular intervals. Minimum training level and frequency is set by the ISCP. Relevant 'online safety' training should also be undertaken, appropriate to their individual role.

7.5.2. The DSL/deputy should:

- Update their 'formal' training every two years

- Update knowledge and skills regularly (at least annually), for example, meeting with other safeguarding personnel, reading bulletins etc

- Attend the Island DSL meetings

- Provide regular updates to staff/volunteers.

7.5.3. All other staff/volunteers should:

- Update their 'formal' training every three years

- Receive regular safeguarding and child protection updates (from the DSL and/or others, as appropriate), at least annually. This includes re-reading this policy annually (confirmed by staff signature).

7.5.4. Training completion for staff and volunteers should be recorded, and monitored by the DSL who should ensure it is renewed when needed.

7.6. Recognising issues

7.6.1. All staff should:

- Observe the behaviour and demeanour of students for changes that may indicate a safeguarding concern

- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the College and/or occur between children outside of college. All staff, especially the DSL (and deputy), should consider whether children are at risk of abuse or exploitation in situations outside their families.

7.6.2. The DSL should have a clear understanding of the ISCP's Care and Support Framework.

7.6.3. Awareness that some children are potentially more vulnerable

There is potential for any child to need support, but staff should be particularly alert to issues or concerns in a child who:

- Is disabled and has specific additional needs

- Has special educational needs

- Has mental health needs

- Has physical health issues

- Is a young carer

- Is showing signs of being drawn in to antisocial or criminal behaviour

- Is misusing drugs or alcohol

- Is frequently missing/goes missing from home/care or education

- Has experienced recent trauma, for example, bereavement

- Is at risk of modern slavery, trafficking or exploitation

- Is at risk of being radicalised or exploited

- Is at risk of honour-based abuse

- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues, family member in prison or affected by parental offending, and domestic abuse

- Has a social worker

- Is a 'Looked After Child'

- Has returned home to their family from care

- Is a privately fostered child –(see section 7.13.19) (this includes students from Alderney, Sark and Herm who are living with a Guernsey host under the Term-Time Host scheme)

- Is undertaking an Alternative Provision education package

7.6.4. Early Help

It is better to provide support as soon as a problem emerges in a child's life to try to prevent it from escalating – this is known as 'Early Help'. Staff should try to identify emerging needs as soon as possible. In some cases it will be appropriate for GCFE to coordinate 'Early Help' directly, liaising with other relevant services/agencies, and creating a 'Team-around the child' (TAC) where appropriate. The Progress Coach team would coordinate this action. However, if there is any suggestion or suspicion of abuse, the full referral pathway set out in (section 7.7.3) must be followed, initially via ProMonitor and including referral to the Multi-Agency Support Hub (MASH), or the child's social worker, if they already have one.

7.6.5. Recognising Abuse

Staff should assume that any safeguarding issue could happen here. If a staff member has concerns but is unsure, they should always speak to the DSL or a member of the Student Support team.

All concerns should be recorded via a confidential comment on ProMonitor.

7.6.6. Abuse and Neglect

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Categories of abuse include physical, emotional and sexual. 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 in person, online, or a combination (technology may be used to facilitate in-person abuse). Children may be abused by an adult/adults or by another child/children.

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

Abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Appendix 1 provides an introduction to the different forms of abuse and neglect, including possible indicators, which all staff should be aware of.

7.6.7. Staff should be aware that children with special educational needs and disabilities (SEND) and/or physical health issues can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or medical condition, without further exploration

- Being more prone to peer group isolation than other children

- Being reliant on personal and intimate care

- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outward signs

- Communication barriers and difficulties in overcoming these barriers.

Additional ISCP guidance can be found at http://iscp.gg/Protecting-children-with-disabilities-from-abuse

7.6.8. Children with SEND should receive additional monitoring and pastoral support from the College's Student Support Manager, who oversees SEND Coordination.

7.6.9. Specific Safeguarding Issues

Appendix 2 contains information about specific forms of abuse and safeguarding issues that staff should be aware of. Please note that this appendix reflects issues listed in KCSIE and in some circumstances there may be little concern currently about an issue taking place in Guernsey. However, the starting point should be that it could happen here.

7.7. Taking Action

7.7.1. Safeguarding or child protection concerns may arise as a result of:

- Staff/volunteer observations

- A disclosure from a child (see section 7.7.7)

- Other information

7.7.2. Anyone having concerns must act on them as soon as possible, and not assume that someone else will do so instead.

7.7.3. It is not the role of the concerned person to investigate suspected abuse themselves, but rather to share information appropriately and support children as part of a wider response. The course of action to take depends on the circumstances:
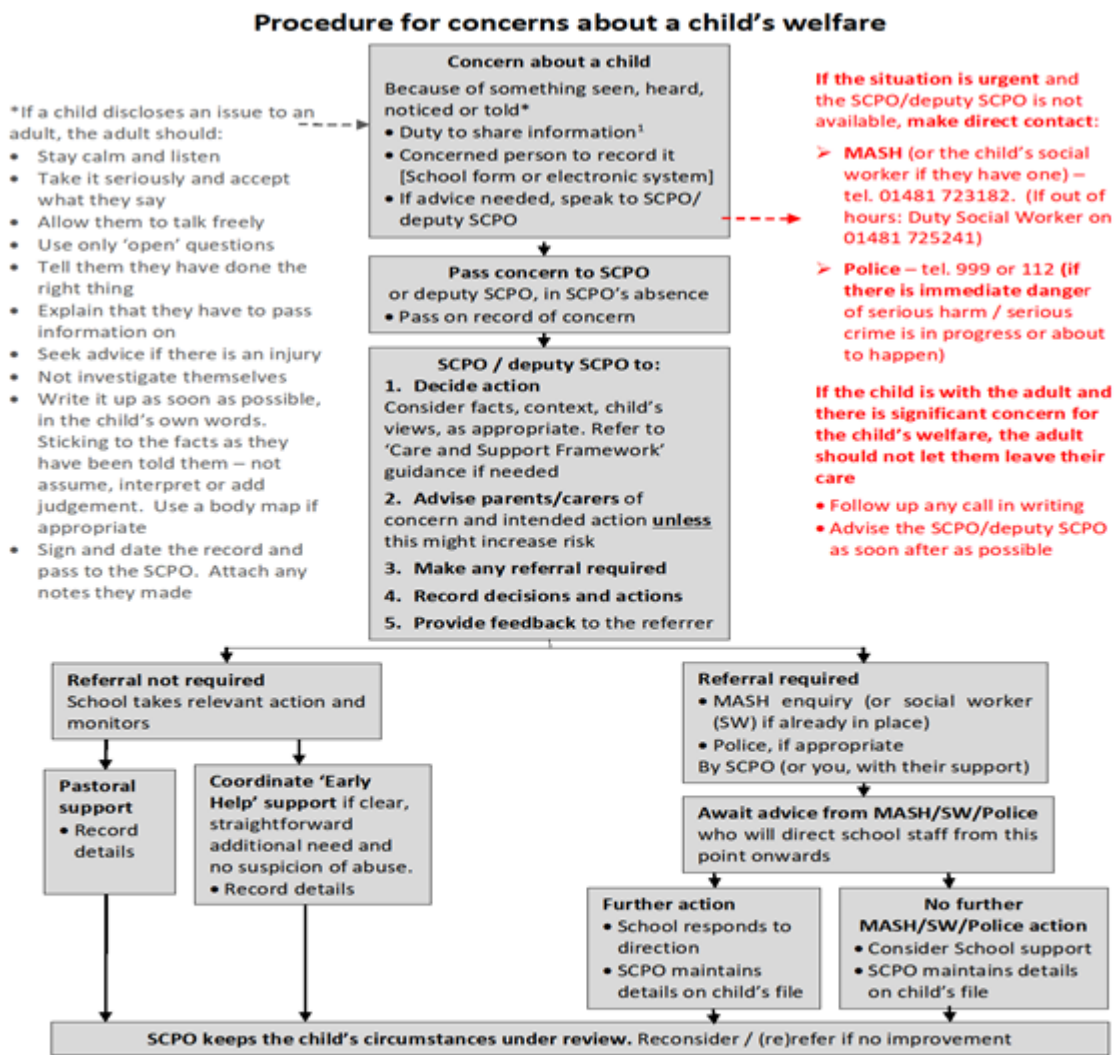
- Child not in immediate danger: Record via ProMonitor (possible referral to the DSL - (see section 7.6.4)

- Child in immediate danger or a serious crime is in progress/imminent: Contact the DSL/Deputy DSL immediately. If neither are immediately available, contact the Principal/Vice-Principal/a member of the College Leadership Team.

  If above options have been exhausted, make a direct referral to MASH/Police - see 5.2

- Concern relates to the behaviour of an adult working in the College, or college safeguarding practice: Refer to the Principal (or Education Services' LCPO if the concern is about the Principal) – see 7.7.8

7.7.4. Wherever a referral is made to MASH/social worker or the Police etc, GCFE staff should participate as fully as may be needed in any subsequent discussions, meetings and support plans.

Procedure for concerns about a child's welfare

*If a child discloses an issue to an adult, the adult should:
- Stay calm and listen
- Take it seriously and accept what they say
- Allow them to talk freely
- Use only 'open' questions
- Tell them they have done the right thing
- Explain that they have to pass information on
- Seek advice if there is an injury
- Not investigate themselves
- Write it up as soon as possible, in the child's own words. Sticking to the facts as they have been told them – not assume, interpret or add judgement. Use a body map if appropriate
- Sign and date the record and pass to the SCPO. Attach any notes they made

Concern about a child
Because of something seen, heard, noticed or told*
- Duty to share information[1]
- Concerned person to record it [School form or electronic system]
- If advice needed, speak to SCPO/ deputy SCPO

Pass concern to SCPO
or deputy SCPO, in SCPO's absence
- Pass on record of concern

SCPO / deputy SCPO to:
1. **Decide action**
Consider facts, context, child's views, as appropriate. Refer to 'Care and Support Framework' guidance if needed
2. Advise parents/carers of concern and intended action **unless** this might increase risk
3. **Make any referral required**
4. **Record decisions and actions**
5. **Provide feedback to the referrer**

If the situation is urgent and the SCPO/deputy SCPO is not available, make direct contact:
➢ MASH (or the child's social worker if they have one) – tel. 01481 723182. (If out of hours: Duty Social Worker on 01481 725241)
➢ Police – tel. 999 or 112 (if there is immediate danger of serious harm / serious crime is in progress or about to happen)

If the child is with the adult and there is significant concern for the child's welfare, the adult should not let them leave their care
- Follow up any call in writing
- Advise the SCPO/deputy SCPO as soon after as possible

Referral not required
School takes relevant action and monitors

Pastoral support
- Record details

Coordinate 'Early Help' support if clear, straightforward additional need and no suspicion of abuse.
- Record details

Referral required
- MASH enquiry (or social worker (SW) if already in place)
- Police, if appropriate
By SCPO (or you, with their support)

Await advice from MASH/SW/Police who will direct school staff from this point onwards

Further action
- School responds to direction
- SCPO maintains details on child's file

No further MASH/SW/Police action
- Consider School support
- SCPO maintains details on child's file

SCPO keeps the child's circumstances under review. Reconsider / (re)refer if no improvement

At all times:
- The best interests of the child must come first
- Maintain appropriate confidentiality – Only involve people that need to know
- Ensure records are factual, accurate, relevant, up-to-date, secure and auditable
- Anyone who has genuine concern that appropriate action has not been taken, can make a referral themselves

[1] Under section 27 of the Children (Guernsey and Alderney) Law 2008, it is the duty of every States employee, and anyone else who is working with a child, to share information where they believe that child is in need or at risk

7.7.5. Child Not in Immediate Danger

- The person who has the concern should record it in line with GCFE procedure and pass it to the DSL as soon as possible. Information should be recorded as a confidential comment on ProMonitor and marked for the attention of the DSL/Deputy DSL.

- Advice may be sought from the DSL/Deputy DSL/Progress Coach (Safeguarding Team), but the details of the concern should be recorded in writing (see section 7.1.10 on records).

- The DSL should consider the course of action to take:

    - At all times the child's best interests must come first

    - If a member of the Safeguarding Team themselves needs advice about whether a referral is appropriate, they can have an initial discussion with MASH on a 'no names' basis
    http://iscp.gg/article/118043/Advice-if-you-are-unsure

    - Wherever possible and appropriate, the child's views should be sought and taken into account when determining what action to take

    - Concerns about a student should ordinarily be discussed with parents/carers. However, if the Safeguarding Team believes notifying parents/carers could increase risk, advice should first be sought from MASH. If a decision is made not to discuss concerns with the parents/carers, this should be recorded as a confidential comment, with an explanation for the decision

    - If concerns are discussed with parents/carers but they do not consent to a referral that the College thinks is appropriate, this must be made clear to MASH.

- Action may be:

    - Managing support for the child internally via the college's pastoral systems

    - Coordination of 'Early Help' support (if straightforward and there is no suspicion of abuse)

    - A referral to the MASH - via the online enquiry form found here (or, if the child has a social worker, they should be contacted directly by the Safeguarding Team). Where a referral is appropriate, the DSL/Deputy DSL should make it themselves, or support the staff member in doing so.

- If a staff member believes that a referral is appropriate but one is not made, they should discuss this with the DSL. If necessary, they can consider making a referral themselves. The DSL must be informed of any direct referral as soon as possible.

- All concerns, actions, decisions and reasons should be recorded. Information should be held on ProMonitor via confidential comments.

7.7.6. Child in Immediate Danger

If there is:

- Concern that a child is being mistreated and at risk of harm – contact the DSL on 07839 777643 or Deputy DSL on 07839 777649 (see Appendix 4 for names of current post holders).

  Contact will then be made with the MASH team as soon as possible on 01481 723182 or, if the matter is urgent and outside of office hours, the duty social worker on 01481 725241.

- Concern that there is immediate danger - call the Police on 999 or 112 without delay

  - Danger to life or

  - Risk of serious injury or

  - A serious crime is in progress or about to happen.

- Anybody can make a referral. If the severity of the situation means that a staff member has to make a referral directly, rather than go through the DSL, they must tell the DSL as soon as possible afterwards.

- Consent to share information is not needed if a child is suffering, or is at risk of, serious harm.

- If the child is with the adult and there is significant concern for the child's welfare, the adult should not let the child leave their care.

- Telephone enquiries must be followed up in writing, and the DSL must be advised as soon as possible.

7.7.7. What to Do if a Child Makes a Disclosure

If a child discloses a safeguarding issue, the adult (staff member/volunteer) should:

Receive	Reassure
- Stay calm - Listen - Don't show shock - Accept what the child says - Find a comfortable place to talk	- Tell the child they have done the right thing - Never promise to keep a secret - Tell the child that they have to pass information on - Alleviate any feelings of guilt - Acknowledge the difficulty of telling - Empathise

React	Record*
● Not ask leading questions ● Not criticise the alleged perpetrator ● Not ask the child to repeat the disclosure to someone else ● Explain what they (the adult) needs to do next and who they need to contact ● If disclosure is about immediate abuse, not offer shower, bath or change of clothes ● Contact the DSL	● Record things via ProMonitor as soon as possible (written notes may need to be taken in first instance) ● Keep any original notes, even a scrap of paper or Post-It note ● Use the child's own words ● Be factual, avoiding assumption or interpretation ● If appropriate, use a body map ● Make the child's views known ● Pass the completed record (signed and dated), plus any original notes, to the DSL

7.7.8. Concerns about the Conduct of a Staff Member/Volunteer, or about GCFE Safeguarding Practice

Concerns about:

- The conduct of a member of staff (including supply staff) or volunteer associated with the College, regarding any child they have contact with in their personal, professional or community life, (see 7.7.9) or

- College procedures/practice

must be reported without delay. This is in line with staff member Codes of Conduct. The States of Guernsey Whistleblowing policy (which extends to volunteers and contractors) is also relevant, particularly if the concerned person does not feel it is properly addressed.

7.7.9. Safeguarding Concerns/Allegations of Abuse Against Staff/Volunteers

If anyone has a safeguarding concern about a current member of staff (including casual supply staff) or volunteer, or an allegation is made that such a person has:

- Behaved in a way that has harmed a child, or may have harmed a child, or

- Possibly committed a criminal offence against or related to a child, or

- Behaved towards a child/children in a way that indicates they may pose a risk of harm to children, or

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

they must report it, regardless of whether the behaviour took place at the College. The report should be made to the Principal, or, if the concern involves the Principal, to

Education Services' LCPO – the Head of Inclusion and Services for Children and Schools. Regardless of the outcome, no detrimental action should be taken against anyone who makes a report in good faith.

7.7.10. Reports will be dealt with in line with Education Services procedure. This ensures fair and consistent handling in a way that provides effective child protection, while also supporting the subject of the concern/allegation.

7.7.11. If the States of Guernsey:

- Terminates employment because someone has harmed a child

- Terminates employment because someone might have harmed a child otherwise

- Would likely terminate someone's employment for either of these reasons, but the person resigned first

it will (through the central HR section) refer that person to the DBS and any relevant professional body, as appropriate.

7.7.12. Allegations against a lecturer who is no longer teaching and historical allegations of abuse should be referred to the Police.

7.7.13. Allegations of Abuse against a Child: 'Peer on Peer' Abuse

Children can abuse other children (sometimes known as 'peer on peer' abuse), including:

- Abuse in intimate personal relationships between peers

- Bullying, including cyberbullying, emotional abuse

- Physical abuse (for example, hitting, kicking, shaking, biting, hair pulling, etc)

- Initiation/hazing type violence and rituals

- 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

- Sexual violence

- Upskirting (which typically involves taking a picture under someone's clothing - not necessarily a skirt - without them knowing. Anyone, of any gender, can be a victim)

- Sexting (also known as youth produced sexual imagery)

7.7.14. Staff and volunteers should be aware that:

- There may be online elements to many of the above

- Peer on peer abuse can manifest itself in many ways

- Gender can be a factor; for example, it is more likely that girls will be victims and boys perpetrators

- Issues associated with disability, ethnicity, gender, and sexual orientation may make it more difficult for some children to report abuse.

7.7.15. Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. A victim should never be given the impression that they are creating a problem by reporting peer-on-peer abuse, nor be made to feel ashamed.

7.7.16. It should be recognised that a student harming a peer could also be a sign they are themselves being abused.

7.7.17. To minimise the risk of peer-on-peer abuse, GCFE:

- Provides a developmentally appropriate curriculum, including Personal, Social, Health, and Citizenship Education (PSHCE) through the Personal Development Programme, which develops students' understanding of acceptable behaviour, healthy relationships and keeping themselves safe

- Has relevant policies in place (eg Student Conduct policy)

- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued

- Develops robust risk assessments where appropriate

- Challenges any form of derogatory or inappropriate language or behaviour

- Is accepting of all religions, cultures, social identities and backgrounds.

7.7.18. If one child harms another, this should not necessarily be dealt with as abuse – in many cases it would be appropriate to deal with it under the conduct policy. When considering if behaviour is abusive, it is important to consider:

- If there is a large difference in power between the children concerned (for example age, size, ability, development)

- If the perpetrator has repeatedly tried to harm other children

- If there are concerns about the intention of the alleged perpetrator

7.7.19. All instances that are considered to be abuse should be reported to the DSL, through the processes already set out earlier (sections 7.6.4). In considering action the DSL should:

- Undertake a risk assessment, informed by subject area specialists as appropriate. Risk assessments should be recorded and kept under review

- Put support in place for all children involved –the victims, (alleged) perpetrators and others, as appropriate - with a named person they can talk to if needed

- Consider if restorative justice would be appropriate

- In the case of instances of sexual violence or sexual harassment, the DSL should be aware of further guidance available in Part 5 of KCSIE (2020) and 'Sexual violence and sexual harassment between children in schools and colleges'.

7.7.20. Referral to MASH etc should happen for any allegation that raises safeguarding concerns (processed through the Safeguarding Team), for example, where the alleged behaviour:

- Is serious/violent/potentially a criminal offence

- Could put students in the College at risk

- Involves students being forced to use drugs or alcohol

- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting. Colleges should be aware of Education Services guidance about sexting. Where there are images involved, staff must not view or forward them, but should rather switch the device off and retain it).

7.7.21. In the case of allegations of abuse made against other children, the College should normally notify the parents/carers of all the children involved.

7.7.22. Appendix 2 (section 13.12) provides further guidance on peer-on-peer sexual violence and harassment.

7.7.23. Cooperation with Other Agencies

In addition to taking action when concerns arise at college, GCFE will cooperate in interagency safeguarding and child protection cases that have arisen through another agency. The DSL should coordinate action - sharing information, attending meetings, contributing to plans and taking action as may be necessary.

7.8. Confidentiality and Information Sharing

7.9. All safeguarding and child protection matters are confidential. However, information sharing is vital in order to safeguard and promote the welfare of children and young people. Staff and volunteers must be aware that data protection (the Data Protection (Bailiwick of Guernsey) Law 2017 and General Data Protection Regulation) is not a barrier to information sharing in the right context and situations. The ISCP Information Sharing Guidance provides detailed guidance.

7.9.1. If a staff member/volunteer has concerns about a child's welfare, or believes they might be at risk of harm, they must share information as set out in this policy

7.9.2. Colleges should share information as early as possible to help identify, assess and respond to risks or concerns about child safety and welfare

7.9.3. Staff should never promise a child that they will not tell anyone about a report of abuse

7.9.4. Colleges should normally discuss any concerns about a student with parents/carers, including telling them where a referral is being made. However, if the College believes that notifying parents could increase the risk to the child or exacerbate the problem, or lead to loss of evidence for a police investigation, advice should first be sought from MASH (this will be actioned by the Safeguarding Team)

7.9.5. In all safeguarding matters:

- An appropriate level of confidentiality must be maintained, only involving those who need to be involved

- What is shared should be relevant, accurate and proportionate to the sensitivity of the information and the circumstances

- Security of information sharing must always be considered:

- Conversations should take place in a way that means personal and sensitive information cannot be overheard

- Any paper-based information should be enclosed in an envelope, clearly addressed to the intended recipient, and marked as 'Private and Confidential, to be opened by the addressee only'

- Electronic email sharing of sensitive child protection issues within the States of Guernsey, on a need to know basis, must be through Egress

7.9.6. ESC's Data Protection Officer can assist with any queries about sharing personal information (data.protection@gov.gg)

7.10. Records

7.10.1. All concerns, decisions made (including about if and with whom information is shared), the reasons for those decisions, and actions, should be recorded in writing.

7.10.2. All records should be factual, accurate, relevant, up-to-date, secure (accessible only to those who need to know), and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions to be made about appropriate action to take.

7.10.3. All records will be stored securely and overseen by the DSL. The way that the College storage of records is identified on the school Information Asset Register (IAR). Electronic CP records should be hosted on ProMonitor which has password secure and appropriate access controls applied. No paper copies or records should be created or stored, or any records held on individual hard drives.

7.10.4. The person who has raised a safeguarding concern should not retain copies of records themselves – these should be passed to the DSL for appropriate filing.

7.10.5. Records should be retained in line with Education Services retention guidance.

7.10.6. If in doubt about recording requirements, staff should speak to the DSL. Assistance can also be obtained from ESC's Data Protection Officer, on data.protection@gov.gg

7.10.7. Safeguarding Concern Log

The DSL should record summary details of all safeguarding concerns raised at the College in a confidential and secure log, to assist in keeping an overview of safeguarding across the College. All safeguarding concerns should be logged on ProMonitor.

7.10.8. Child Protection File

Confidential child protection information for an individual child should be held in a confidential file, by the DSL. This should be held securely, separate to student records, but with its existence indicated on the main student record.

Each individual child protection file should include a summary chronology that is updated as events occur.

When children leave GCFE, the DSL should ensure their child protection file is transferred to the new educational establishment (where appropriate). This transfer should be done as soon as possible, within five days for an in-year transfer or within the first five days of the start of a new term. The file should be transferred separately from the main student

file, ensuring secure transit, and confirmation of receipt should be obtained (if transferred by email, Egress should be used). The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, to enable support to be in place for when the child arrives.

Where GCFE receives a child protection file in respect of a new joiner, the DSL should ensure key staff are aware as required.

7.11.   Communication

7.11.1.   It is important that the whole college community is aware of the College's commitment to safeguarding, and that everyone has a level of knowledge of responsibilities and the procedures, appropriate to their needs:

- Staff should be made aware of this policy and procedures through induction, annual refresh and training

- Children should be made aware of how the College can help them. Student Support is visible and promoted to all members of the Student Body.

- Parents/carers should be made aware of this policy when their child joins the College. It should also be on the website and available on request

- GCFE Connect (internal social media network) is used to promote Student Support and opportunities to engage with support.

7.11.2.   The College should actively seek input from children and their parents/carers, including on safeguarding issues.

- This is enabled through the Parents/Carer newsletter, the College's Social Media platforms, Parent and Carer Voice surveys and via interaction with Parents/carers through the Safeguarding Team.

7.11.3.   Parents/carers are able to raise any issue with staff at the College, at any time, via Support@gcfe.net

7.11.4.   Education Services has an accessible complaints procedure on the www.gov.gg website.

7.12.   Monitoring and Review

There are a number of mechanisms in place which seek to ensure that GCFE is safeguarding its children as well as it can. Whenever any of these mechanisms highlight areas that could be improved, these should be addressed without delay.

7.12.1.   The DSL should:

On an ongoing basis

- Monitor staff compliance with this policy and procedures (including staff training completion/renewal, and reviewing how processes are being done)

- Keep individual cases under review, including those which have not met the threshold for referral and are being handled in-college, with checks made each half term to ensure any actions have been completed. If a child's situation does not appear to be improving, the DSL has a duty to seek the re-examination of actions. Any disagreement with another agency should follow ISCP guidance

Annually

- Before the end of each academic year, complete the Education Services/ISCP audit of school/college child protection and safeguarding practice. The results of this audit help to guide system improvements and should be shared with the School/College Committee, Education Services and the ISCP

- Review this policy, in liaison with staff, other DSLs and Education Services. All staff should be encouraged to contribute to the review (the DSL should also be involved with reviewing other policies closely linked to safeguarding, ensuring a holistic approach is taken.)

Additionally:

- Education Services' Head of Inclusion and Services for Children & Schools oversees safeguarding and child protection across schools and services

- GCFE experiences periodic audit by the Committee for Health & Social Care

- GCFE's general safeguarding arrangements are reviewed through school/college inspections

7.13.   Particular Safeguarding Arrangements

7.13.1.   College Life – Curriculum and Pastoral care

GCFE's ethos and pastoral care systems seek to ensure children are in an environment where they feel safe, secure, valued and respected, and confident enough to approach an adult if they (or their friends) are in difficulty. Positive values are promoted through the curriculum and general college life. Children are taught about mutual respect and tolerance of others; the right to be safe; and about safeguarding issues, appropriate to their needs. This includes delivery of effective PSHCE through the Personal Development Programme (including relationship education), but also extends across the wider curriculum. Any off-site visits to enrich the curriculum (including exchange visits etc) or visits by external speakers should be undertaken in accordance with Education Services' policy.

7.13.2.   Missing Students

Attendance and absence are closely monitored. There are clear college procedures in place and the Student Support Manager liaises with the School Attendance Service where appropriate to support transition into post-compulsory education. When a child is absent without explanation, procedures for unauthorised absence are followed. This includes use of GCFE Connect to make contact with a student and when necessary, communication with their registered contacts. Where possible, more than one emergency contact number is held for children. The DSL should monitor unauthorised absences.

7.13.3.   All staff should be aware that children missing college, particularly repeatedly, can be a warning sign of safeguarding issues. Early intervention can help prevent a child going missing in the future. If staff have concerns about a student at any time, the child protection procedures should be followed and ProMonitor records updated. Actions by Student Support may include a referral to MASH and/or the Police where appropriate.

6.1 SAFEGUARDING

The unexpected absence of a child who is already the subject of child protection concerns should be notified to the child's social worker and Police straight away (this is actioned by the Safeguarding Team).

7.13.4. Careers Guernsey (and Education Services when applicable) should be advised if a child leaves the College without clear destination data.

7.13.5. Online Safety & Digital, Photographic and Video Images

The College takes online safety seriously and follows Education Services policies: 'Online Safety Policy and Guidance on Sexting in Schools' and 'Use of Digital Images of Children and Young People'.

Measures in place include:

- 'Acceptable use' agreements for children, staff and community users

- Internet content filtering and monitoring systems – monitoring undertaken by the DSL

- Training for staff on online safety (through induction and ongoing updates)

- The inclusion of relevant messages in teaching across the curriculum

- Ensuring that where staff/volunteers take images to support curriculum aims, only college-owned devices are used

- Consent is obtained for publication of any image

- Parents/carers may take photographs or videos at a college event, but only for their private use.

7.13.6. GCCFE will follow guidance from Education Services in any periods where students have to learn (online) from home, rather than attend college.

7.13.7. Special Educational Needs

GCFE's Student Support Manager oversees SEND Coordination. The College works in accordance with the SEN Code of Practice.

7.13.8. Health and Hygiene

- First aid arrangements (equipment, trained staff) are based on a college specific risk assessment
- All accidents and near-miss incidents should be recorded, in line with Education Services' policy. Information is recorded in EVOLVE

7.13.9. Guernsey College of FE works collaboratively with parents, children and healthcare professionals to support children with medical needs.

7.13.10. Guernsey College of FE implements and encourages good routines around hygiene and premises cleaning.

7.13.11. In times of any Public Health situation (eg an outbreak of a communicable disease either in the College or in the wider community) GCFE will follow the advice of Education Services and States of Guernsey health professionals (such as Public Health Services and

the School Nursing Service). At such times, the safeguarding policy should be reviewed and, where appropriate, revised (for example, creation of a temporary addendum).

7.13.12. Mental Health and Wellbeing

Guernsey College of FE takes mental health and wellbeing seriously and follows Education Services' policy 'Positive Mental Health and Wellbeing'. The Principal is the Mental Health and Wellbeing Champion.

7.13.13. Mental health issues can impact on a child's behaviour and education. They can also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, or that they have experienced some other kind of trauma. If staff have a mental health concern about a child which is also a safeguarding concern, action should be taken to speak to the DSL, in line with this Safeguarding policy.

7.13.14. Staff who have become involved in safeguarding and child protection cases may find the situation stressful and upsetting. The DSL should support such staff.

7.13.15. Physical Intervention

The College's approach to behaviour management should mean the use of physical intervention is rare. GCFE follows Education Services' policy on 'Positive Handling' which sets out the framework for physical interventions when managing challenging behaviour. Such interventions are used only in the best interests of the student and when they are used, everything possible is done to use only necessary, reasonable and proportionate force whilst preventing injury and maintaining the student's sense of dignity.

7.13.16. Children who have a Social Worker

The DSL/Deputy DSL should be aware of all children at college who have, or have previously had, a social worker. Children may have an allocated social worker because of safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL should raise awareness of this in college, and work closely with social workers so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

7.13.17. Looked After Children (LAC) and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff should understand that looked after children (and previously looked after children) can be particularly vulnerable.

7.13.18. Appropriate staff should have information about a child's looked after status and care arrangements (this includes Alderney/Herm/Sark students resident with a host family). The DSL and DDSL have particular responsibility for promoting the educational achievement of looked after and previously looked after children, and should liaise with the DSL and Education Services' Education Development Officer (EDO) for LAC, for support and advice as may be necessary.

7.13.19. Domestic Abuse (Operation Encompass)

GCFE is part of Operation Encompass. This is a Police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse. Operation Encompass means that the Police will share information about

domestic abuse incidents with the DSL prior to the start of the next college day when they have been called to a domestic incident. Information is stored in line with all other confidential safeguarding and child protection information.

7.13.20. Private 'Foster' Arrangements

The Committee for Health & Social Care (HSC) has a duty to ensure the well-being of children who are being cared for, outside of HSC arrangements, by someone who is not a close relative or guardian (and a relative or guardian is not living at the same premises), for more than 28 days.

People who look after children like this are required to notify HSC but this might not always happen, often because they don't realise they need to. Most children living in private fostering arrangements remain safe and well, but in some cases safeguarding concerns have been raised. Therefore, if staff become aware that a child may be living in a private fostering arrangement, they should notify the DSL (via ProMonitor: Confidential Comment). The carer should be encouraged to contact HSC directly, but the DSL should also liaise with MASH.

7.13.21. Site Access

There are clear arrangements in place for visitors to GCFE.

These include:

- Visitors must only access the site/building through established entrances

- Signing in/out procedures for visitors (including, for example, volunteers, contractors, visiting support staff)

- A check that the person who has arrived is who was expected, including a check of ID where appropriate

- Issue of a visitor badge (ideally numbered or similar), to be worn while on college premises, badges to be returned prior to leaving the site. Reception staff to manage the return of badges to ensure any discrepancy can be identified and rectified

- Visitors to be appropriately accompanied by staff (in line with what they are doing, and whether they have had DBS checks, etc.)

- Staff to be aware to challenge unknown adults

7.13.22. Premises Hire

The agreement to hire GCFE facilities requires the hiring person/group to confirm that it has safeguarding policies in place appropriate to the event/activity, and to confirm the event/activity supervisors have appropriate DBS checks.

8. Associated College Policies and Procedures

8.1.   6.1.1 Safeguarding of Students

8.2.   6.1.2 Prevent

6.1 SAFEGUARDING

Appendix 4: Current Post Holders' Names

Principal: Louise Misselke

Designated Safeguarding Lead: Jeff Stuart

Deputy Designated Safeguarding Lead: Matt Sawbridge