SAFEGUARDING AND CHILD PROTECTION POLICY

Role Responsible:	Vice Principal/Designated Safeguarding Lead (DSL)
Author:	Safeguarding Officer
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Approved by:	**To 1 October 2020:** Corporation **From 1 October 2020:** policy (i.e. the introduction & sections 1-3) approved by the Corporation; detailed definitions and procedures (i.e. section 4 onwards) approved by the College's Senior Leadership Team (SLT) **Last revised and approved by the Corporation 12th October 2023**
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Version:	1.5

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(COVID-19 addendums added April & May & September 2020 & January 2021)

1.   Purpose

Safeguarding is everyone's responsibility! Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working together to safeguard children 2019 as:
- •   Protecting children from maltreatment.
- •   Preventing impairment of children's health and development.
- •   Ensuring that children grow 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 is part of safeguarding and refers to the activity that is undertaken to protect children who are suffering or likely to suffer significant harm. Child: The Children's Act defines anyone under the age of 18 as a child. Therefore, students aged 14-16 who attend the College, as well as Wyke students between the ages of 16-18, will come under the scope of this policy and its attendant operating procedure.

1.1   The purpose of this policy is to protect young people and adults who use Wyke Sixth Form College's services. This policy will provide students, parents, staff and volunteers with the overarching principles that guide our approach to child protection and safeguarding. This policy applies to anyone working on behalf of Wyke College, including senior managers and the Corporation, paid staff, volunteers, temporary staff, agency staff and students.

1.2   Wyke Sixth Form College recognises that it has a statutory obligation in accordance with the guidance outlined in (KCSIE) Keeping Children Safe in Education (Sept 2019) to ensure that students who attend the College are safeguarded as defined by The Children's Act 1989, the Safeguarding Vulnerable Groups Act 2006, the Counter Terrorism and security Act 2015 (includes the Prevent Duty 2015) and the Equality Act 2010. In achieving this Wyke College will seek to provide a safe learning environment and, where incidents or suspicions of a safeguarding nature are reported, operate procedures to ensure these are dealt with fairly, sensitively, respectfully and quickly. The acts complement Wyke College's responsibility in student welfare, equality and diversity and the safety of students and staff. A single point of contact is established with regard to safeguarding and Prevent via the Designated Safeguarding Lead (DSL) and in their absence the Safeguarding Officer or a deputy DSL.

1.3   At Wyke we believe that all of our students should be able to study in an environment that is safe, supportive and conducive to learning. Our students should never experience abuse of any kind, we have a responsibility to promote the welfare of all students, to keep them safe and to practice in a way that protects them.

1.4   At Wyke we recognise that the welfare of the student is paramount and all students, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse. Some students are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues and working in partnership with students, their parents, carers and other agencies is essential in promoting student welfare.

1.5   We seek to keep our students safe by:

- Valuing, listening to and respecting them.
- Appointing a Designated Safeguarding Officer (DSO) for children and young people, a deputy and a Designated Safeguarding Lead (DSL) and a Corporation safeguarding member.
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- Developing and implementing an effective online safety policy.
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Recording and storing information professionally and securely.
- Sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions.
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately.
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

2.   Roles and Responsibilities

2.1   Wyke College Safeguarding Team:

- DSL = Designated Safeguarding Lead
- DSL: Vice Principal, Chris Herring (chris.herring@wyke.ac.uk).
- Designated Safeguarding Officer: Rebecca Bolder (rebecca.bolder@wyke.ac.uk).
- Deputy DSL: Pastoral Director, Andrea Mason (andrea.mason@wyke.ac.uk).
- Deputy DSL: Pastoral Director, Andy Dunne (andy.dunne@wyke.ac.uk).
- Deputy DSL: Deputy Principal, Julie Peaks (julie.peaks@wyke.ac.uk).

- Corporation Lead: Safeguarding, Phil Taylor
- LAC Co-ordinator – Senior Tutor, Andy Dunne (andy.dunne@wyke.ac.uk).

2.2   The Corporation has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the College complies with them. The Corporation should also ensure that the policy is made available to parents and carers by publishing this on the College website or in writing if requested.

The Corporation will ensure that the College contributes to multi-agency working with the new safeguarding partner arrangements in line with statutory guidance Working Together to Safeguard Children (Sept 2019) and that the College's safeguarding arrangements are fit for purpose. It is the responsibility of the Corporation to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our College and that the College has procedures for appropriately managing allegations of abuse made against members of staff (including the Principal and volunteers) in line with the statutory guidance set out in Part 4 of Keeping Children Safe in Education (KCSIE).

The Corporation will ensure that there is a named Corporation Lead for safeguarding, a Designated Safeguarding Lead (DSL) who has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after or previously looked after, and will ensure that these people have the appropriate training.

A nominated member of the Corporation will be responsible for liaising with appropriate partner agencies in the event of suspected or alleged incidences of child abuse from the Principal or other senior post holders.

Corporation will undertake an annual review of its Safeguarding Children policies and procedures. Corporation will also undertake an annual review of how it is fulfilling its duty to safeguard and promote the welfare of children under section 175 of the Education Act 2002.

All new members of Corporation, other than student members and staff members who have been DBS checked as a requirement of their employment, must agree to Enhanced DBS Checks. Corporation members will receive training to enable them to discharge their responsibilities for child protection and Prevent effectively. This training will take the form of the Safeguarding Young People Level 1.

An annual report to Corporation will be made on the number of recorded instances of alleged/suspected abuse in order to make an assessment of and, if necessary, take action on, any implications arising out of the report. Staff should be aware that College policies provide a channel for individuals to raise genuine or legitimate concerns about any issues linked to child protection. Any deficiencies or weaknesses in child protection

arrangements that are brought to Corporation's attention will be remedied without delay.

2.3   The Principal and Senior Leadership Team will ensure that the policies and procedures adopted by the Corporation are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

2.4   The Vice Principal as Designated Safeguarding Lead (DSL) will ensure commitment to this policy and effective, speedy, confidential and sensitive operation of the attendant procedure.

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex B of KCSIE) and the DSL will fulfil those responsibilities and carry out those activities whenever necessary. The DSL will be from the College's SLT and have the appropriate status and authority to carry out the duties of the post. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

Deputy Designated Safeguarding Leads will deputise for the DSL when they are unavailable. The role should be explicit in their job description and any deputies will be trained to the same standard as the lead DSL.

The Safeguarding Officer, with support from the DSL and deputy DSLs will be expected to:

- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2019.
- Be available during school hours for staff to discuss any safeguarding concerns.
- Lead on liaising with other agencies and setting up inter-agency assessment where early help is appropriate.
- Liaise as necessary with the Local Authority Personal Adviser appointed to support any care leavers attending the school regarding any issues of concern affecting them.
- Undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.
- The Safeguarding officer will be trained to the same standard as the lead DSL.

2.5   All staff have a responsibility to provide a safe environment in which students can learn; all staff will be expected to:

- Read and ensure they understand Part One of Keeping Children Safe in Education.
- Familiarise themselves with the systems within College which support safeguarding, including the safeguarding and child protection policy, the code of conduct/staff behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies).
- To be aware of the different types of abuse and neglect so that staff are able to identify cases of students who may be in need of help or protection.
- To know what to do if a child tells them he/she is being abused or neglected.
- To know of the process for making referrals to appropriate agencies in the absence of their DSL.
- Be aware of and understand the early help procedure and their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.
- Act immediately on any concerns they have about a student's welfare.

3. Equality Statement

This policy applies to all college staff regardless of age, race, disability, religion or belief, gender, sexual orientation, marital or civil partnership status, gender reassignment, pregnancy or maternity, or any other status. All individuals will be treated in a fair and equitable manner recognising any special needs where adjustments can be made. No individual will suffer any form of discrimination, victimisation, harassment or bullying as a result of this policy.

4. Abuse (Adult Perpetrator)

4.1   Abuse: According to the Children's Act abuse is defined as one or more of the following;
1. Neglect
2. Physical abuse or injury (including bullying)
3. Sexual abuse
4. Emotional abuse (including bullying)

4.2   If a member of staff either suspects abuse to a student under 18 years, or has had abuse disclosed to them by a student, then the member of staff must take the complaint, allegation or suspicion seriously, seeking guidance as soon as possible from the Designated Safeguarding Lead. If in any way concerned, staff should refer to

Department of Health Guidelines "What to do if you are worried a child is being abused." Copies of this document will be available to all staff.

Promises of confidentiality should NOT be given to any person disclosing information as the matter may develop in such a way that these cannot be honoured.

A written record of the nature of the allegation or suspicion must be completed in the presence of the complainant or as soon as possible after the allegation is made. Preferably on the same working day. College records of allegations should be kept for at least 6 years from the student's 18th birthday. This period should apply whether or not any action is taken in respect of the allegation.

If an allegation of abuse is disclosed to you, you should observe the following guidelines:
- Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student.
- Stay calm.
- Reassure them that they are doing the right thing in informing someone.
- Take him/her seriously.
- Questions should be kept to a minimum, and leading questions should be avoided. The use of leading questions can cause problems for any subsequent investigation and any court proceedings.
- It is important that you remain impartial. You need to find a way of separating your issues and feelings on the matter from those of the student.
- If they do not wish to disclose and you feel uncomfortable listening, you can refer them/take them to the Designated Safeguarding Lead/Officer or the College Counsellor.
- Refrain from making comments or judgements.
- The student may prefer to approach other sources of support with you rather than alone. If this is the case, please help the student by being present at these meetings.
- Promises of confidentiality should not be given, as the matter may develop in such a way that these cannot be honoured.
- Be aware that a student may not accept the offer of help immediately, but may do later and this may be the best course of action at that time.
- Be aware that hearing about abuse can be stressful, and that you might need help to de-brief afterwards. The College Counselling Service is confidential and is available to all members of staff.
- Individual staff should never deal with abuse disclosures in isolation and should always refer to the Designated Safeguarding Lead/Officer or the College Counsellor.
- The College Counsellor, works to the British Association of Counselling and

Psychotherapy Ethical Framework for Good Practice and, whilst respecting the confidentiality of the student, she will work with him/her towards increased safety and disclosure where appropriate. The Counsellor has information about and contact details of other support agencies.

A disclosure of abuse must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

4.3   In rare instances staff in educational institutions including colleges have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The College recognises that such allegations may or may not be true. Those dealing with such an allegation should maintain an open mind and ensure that investigations are thorough and not subject to delay. They will also need to handle the situation with sensitivity and to act in a careful, measured way.

Receiving an allegation from a young person - A member of staff who receives an allegation about another member of staff from a young person should follow the guidelines set out in this document.

If the allegation is against a member of staff who is not a senior post-holder, the Designated Safeguarding Lead should be informed as soon as possible, who in turn should inform the College Principal.

If the member of staff against whom the allegation is made is a senior post-holder, i.e. if an allegation is made against the Principal, Deputy Principal, the Director of Finance or the Clerk to the Corporation, the matter should be reported to the nominated Corporation member. Where the allegation is against a senior post-holder other than the Clerk to the Corporation, the nominated Corporation member should be contacted through the Clerk to the Corporation. Where the allegation is against the Clerk to the Corporation, the nominated Corporation member should be contacted through the Principal.

The Designated Safeguarding Lead or nominated Corporation member should:
•   Obtain written details of the allegation, signed and dated, from the person who received it;
•   The written details should be countersigned and dated by the Designated Safeguarding Lead or the nominated Corporation member;
•   Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the Designated Safeguarding Lead or nominated Corporation member - the Designated Safeguarding Lead or nominated Corporation member should make an initial assessment of the allegation, consulting with Local Safeguarding Children Board as appropriate. Where the issue, about which an allegation is made, is considered to be either a potential criminal act or indicates that the young person has

suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the Local Safeguarding Children Board.

It is important that the Designated Safeguarding Lead or the nominated Corporation member does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation

Other potential outcomes are:
• The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the young person. The matter should be referred to the H.R. Manager to be addressed in accordance with the Staff Disciplinary Procedure or Senior Post-Holder Disciplinary Procedure, as appropriate.
• The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and investigations - child protection enquiries by social services or the police should not be confused with internal disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct the College to act in a particular way. However, the College should assist the agencies with their enquiries.

The College should hold in abeyance its own internal enquiries while the formal police or social services investigations proceed: to do otherwise may prejudice the investigation. No internal enquiries, including those resulting from disciplinary proceedings, should be instigated until the external investigations are completed. During external investigation, suspension of a member of staff may be appropriate. Any suspension would take place at the discretion of the Principal, according to the Staff Disciplinary Procedures. Where the person being investigated is the Principal or another senior post-holder, suspension, where appropriate, would take place at the discretion of the Chair of Corporation or, in his absence, the Vice-Chair of Corporation, as required by the Articles of Government and the Senior Post-Holder Disciplinary Procedure.

If there is an investigation by an external agency, for example the police, the Designated Safeguarding Person or nominated Corporation member should normally be involved in and contribute to the inter-agency strategy discussions. The Designated Safeguarding Person or nominated Corporation member is responsible for ensuring that the College gives every assistance with the agency's enquiries. He will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Designated Safeguarding Person or nominated Corporation member shall advise the member of staff that he/she should consult with a representative, for example, their professional association.

Subject to objections from the police or other investigating agency, the Designated Safeguarding Person or nominated Corporation member shall:

- Inform the young person or parent/carer making the allegation that the investigation is taking place and what the likely process will involve
- Ensure that the parents/carers of the young person making the allegation have been informed that the allegation has been made and what the likely process will involve
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- Keep a written record of the information in connection with the allegation
- Inform the H.R. Manager of the outcome of any external investigation to allow any internal investigation or action to be commenced.

Action by the College - on completion of any external investigation, the College will consider whether any action needs to be taken.

Maintaining records of allegations - as regards personnel records, whether or not an allegation is found to be founded, a record that an allegation was made; a summary of that allegation; that it was investigated and the outcome of that investigation, should be kept for a period of six years as a separate file.

5.   Peer on Peer Abuse

5.1   A key theme within the Keeping Children safe in education guidance 2019 is around peer on peer abuse and in particular, sexual violence and sexual harassment. Peer on peer abuse includes but is not limited to:

- bullying- including cyberbullying,
- physical abuse, including, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- sexual violence and sexual harassment,
- Upskirting, which 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;
- sexting,
- so-called initiation ceremonies/hazing type violence and rituals.

5.2   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 school, 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. 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 a number and its Criminal exploitation of children and vulnerable adults-county lines

5.3   Sexual Violence and Harassment - sexual violence and sexual harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

What is sexual violence and sexual harassment?
Keeping children safe within education 2019 defines sexual violence as;
Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment: 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 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; and
- sexual exploitation; coercion and threats

5.4   Procedure – Student Disclosure/Concern - the initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in the safeguarding policy.

A disclosure of abuse must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

5.5   Prevention

We will minimise the risk of allegations against other students by:

- Ensuring all students are aware of the College's respect agenda and what is expected of each student in relation to this.
- All students sign a learner agreement when they enrol. The learner agreement clearly outlines the College expectations.
- All students receive a student handbook. The handbook outlines the disciplinary process and the College charter.
- The tutorial system delivers a scheme of work that is designed to educate students on their role within both the College and wider community.

5.6   Guidelines:
- Peer on peer abuse should always be treated seriously and never just seen as 'banter' or part of growing up.
- Any incidents of peer on peer abuse will be recorded via CPOMS
- The DSO/DSL will be notified via CPOMS and in person.
- A detailed log of this incident and any previous incidents will be recorded, including dates and times (where possible).
- Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student.
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child

discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made. These notes should then be entered into CPOMS.
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. See links below.
- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead/officer or a deputy). However, this might not always be possible.
- Informing the designated safeguarding lead/officer (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Searching screening and confiscation advice (for schools)
Searching, screening and confiscation

UKCCIS sexting advice (for schools and colleges).
UK Council for Child Internet Safety (UKCCIS)

5.7   Investigation – The DSO/DSL will investigate any allegations of peer on peer abuse and inform the Senior Tutors if internal disciplinary action is required. The DSL/DSO will inform the police or social services where necessary.

5.8   Support - discussions will take place with the victim and their family and also the perpetrator and their family to explore and identify support services.

5.9   Staying Safe online - non-statutory guidance from the Department for Education has been issued with regards to teaching online safety in schools and colleges. It outlines how schools/colleges can ensure their students understand how to stay safe and behave online as part of existing curriculum requirements. It complements existing and

forthcoming subjects including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing. It does not imply additional content or teaching requirements. Please click link to access Teaching Online Safety.

6   Prevent Duty - Challenging Extremism

6.1   What is Prevent? Prevent Duty arises from the Counter Terrorism and security Act 2015. Prevent aims to safeguard our students, staff and corporation to keep them safe and within the law. In raising awareness of the issues of radicalisation and extremism the College will support the development of students in non-extremist ways and in procedures to act on regarding concerns.

The Prevent Strategy has three specific objectives:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
2. Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Prevent duty: Departmental Advice for schools and childcare providers (DfE 2015) states that, "as a minimum, the Designated Safeguarding Lead must undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from risk of radicalisation". This training must be refreshed every two years.

The Prevent duty should be seen as part of the college's wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised

Prevent duty guidance: for England and Wales (click here).

Section 21 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, including educational institutions, to have "due regard to the need to prevent people from being drawn into terrorism". The Prevent Duty is not about preventing students from having political and religious views and concerns.

The exemplification of British Values and the preventing of radicalisation and extremism must be integrated into the pastoral system and curriculum provision. The college will maintain and review (yearly) its risk reduction planning and training for staff and corporation members in meeting the requirements of the Prevent Duty.

6.2   Preventing radicalisation – Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a referral to the Channel programme.

6.3   Channel process - Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The aims of Channel are to support and protect people who may be susceptible to radicalisation and ensure they have the resilience to resist all forms of violent extremism. Channel is not about prosecuting or stigmatising individuals who have been referred.

6.4   Definitions
        Extremism: Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values: British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs", and institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

6.5   Additional support - the DfE has published advice on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Prevent Duty Departmental advice for schools and childcare providers (click here)

There is also guidance regarding the use of social media for online radicalisation; this has been developed for schools highlighting how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq. The guide:

- Includes a short summary of some of the main Islamic State of Iraq and the Levant (ISIL) propaganda claims
- Identifies social media sites which ISIL is using
- Advises what actions schools and teachers should take to protect pupils

How social media is used to encourage travel to Syria and Iraq briefing note for schools (click here)

Educate against hate Educate Again Hate- Click here

The website gives parents, teachers and education leader's practical advice on protecting children from extremism and radicalisation, it holds information for schools, colleges and parents to tackle the "spell of twisted ideologies".

7. Honour-Based Violence

7.1 So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

7.2 Actions - if staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

A disclosure of extremism must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

8. Female Genital Mutilation (FGM)

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. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding. Please see link below regarding multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults (October 2019).

Multi Agency Statutory Guidance on FGM

8.1 FGM mandatory reporting duty for teachers - whilst all staff should speak to the designated safeguarding lead or deputy with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

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 pupils or 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.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the college's Designated Safeguarding Lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty:

New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police (click here)

A disclosure of this nature must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.
A disclosure of this nature must be reported to the police immediately. The staff member who received this information must make the call!

9. **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into 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. A 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). Nevertheless, some communities use religion

and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges; Multi-agency practice guidelines: Handling cases of Forced Marriage (click here) Staff should always discuss any concerns with the Designated Safeguarding Lead/Officer.
College staff can contact the Forced Marriage Unit if they need advice or information: **Contact: 020 7008 0151 or email fmu@fco.gov.uk.**

10.   Vulnerable Children

The Children and Social Work Act 2017 has extended the role of the virtual school heads and designated teachers to certain previously looked-after children as they continue to experience educational challenges after leaving care.

Definitions:
Any child may require support, however some children are particularly vulnerable to harm, they include children who;
- are disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan EHCP);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

10.1   Looked after children (LAC)

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual School Heads (VSH) have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 (paragraph 2) of the Care

Planning, Placement and Case Review (England) Regulations 2010 as amended. The PEP must include the contact details of the (VSH) for the authority that looks after the child.

The designated LAC Co-ordinator within Wyke Sixth Form College is Andy Dunne. His role is to promote the educational achievement of LAC (and previously LAC), and they will receive appropriate training to enable them to do so.

The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child and should work closely with the designated teacher.

The LAC Co-ordinator should work with the virtual school head at the LA to discuss how best to use funding to support the progress of LAC. They should also work with the virtual school head to promote the educational achievement of previously LAC.

10.2 Previously Looked After Children/Care Leavers

Previously looked-after children are those who:

- are no longer looked after by the local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) or because;
- they are the subject of an adoption, special guardianship or child arrangements order, or
- 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

VSH are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children. They can also undertake any activity they consider appropriate where that activity will promote the educational achievement of such children in their area.

Care leavers

Local Authorities appoint personal advisers for young people who cease to be looked after and become care leavers. DSLs should:

- Have details of the personal adviser appointed to support a care leaver
- Liaise with the personal adviser as necessary regarding any issues of concern affecting the care leaver.

For further information please click on the following link to promoting the education of looked after and previously looked after children.

Promoting the education of looked-after children and previously looked-after children

10.3   Early Help (Update 2019)

The term 'Targeted Early Help' describes a co-ordinated, partnership approach to working with children, young people and families whose needs and circumstances might make them more vulnerable. In order for Targeted Early Help to be successful, there needs to be a firm commitment from all agencies to work in partnership to meet the needs of children, young people and families at the earliest opportunity.

Targeted Early Help is a partnership model of working which is based on the consent of the child, young person or family.

Under the Targeted Early Help Approach, a Lead Practitioner should co-ordinate a multi-agency Early Help Assessment and Plan in order to better understand the family's needs and identify the most appropriate support for the child, young person or family, at the right time. The DSL will generally lead on liaising with other agencies, however teachers may need to provide information to form part of any assessments undertaken by early help. Teachers must provide requested information promptly (within 5 working days).

10.4   Children missing in education

It is important that staff are aware that children and young people going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should be aware of the college's unauthorised absence process and children missing from education procedures. The procedures are as follows:

- If a child is missing for 48 hours without authorising their absence, then the Student Support Officer will contact parents and ensure the student is safe. Automated texts/emails will be sent during this time period informing parents of the absence.
- The attendance of vulnerable students will be monitored by the LS/Safeguarding team any concerns will be acted upon.

11.   Mental Health

Please see paragraph 34 of KCSIE 2020.

How do we support student mental health?

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff should be aware of this in

setting expectations of students' work when they return to College following a prolonged absence.

Support is available:
- We have a dedicated tutorial team to support students and help them if they have any concerns.
- Team of qualified mental health 1st aiders.
- We have a new emotional wellbeing service that includes a College counsellor and a newly appointed emotional well-being officer.
- We have a series of digital resources that all students can access.
- Togetherall.com (formerly The Togetherall)
- Kooth.com
- Giveusashout.org
- We will continue to provide information about external support services and refer students where appropriate. Please see the poster at the end of this document for contact information.
- We have a student support wall (information centre located in the main atrium and opposite the tutor office, will be online soon). This includes information on how to access the above services along with support information on UCAS/jobs/apprenticeships, financial support, learning/curriculum Support and Safeguarding.
- All staff will be able to support students and direct them to the relevant information or team, please ask anyone if they have concerns.
- Rebecca Bolder the safeguarding manager can be contacted for advice and guidance via rebecca.bolder@wyke.ac.uk.
- If students want to access the emotional well-being service to book meetings with either the counsellor or emotional well-being officer, they should please email wellbeing@wyke.ac.uk.

12. **Self-Harm/Suicidal Thoughts**

Self-harm- Information from NSPCC Self-harm (click here)

Self-harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help.

Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So, whatever the reason, it should be taken seriously.

How to spot the warning signs

Young people will go to great lengths to cover self-harm scars and injuries. If you do spot them they might be explained away as accidents.

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The signs to look for divide into the physical and emotional.

Physical signs of self-harm

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns
- bald patches from pulling out hair

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

Emotional signs of self-harm

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern.

- depression, tearfulness and low motivation
- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Suicidal thoughts- Information from NSPCC Suicidal thoughts (click here)

Some children may feel like there is no hope or might think about ending their life.

Whilst thinking about suicide is relatively common, very few young people will actually attempt to take their own lives. However even having suicidal thoughts clearly shows someone is unhappy and needs help and support.

It can be difficult to understand what causes suicidal feelings but they're often triggered by upsetting experiences such as:

- living with mental illness
- experiencing abuse
- being bullied
- bereavement after losing a loved one
- being forced to marry
- having very low self-worth

Somebody who is feeling suicidal might: information from Childline mental-health-suicide (click here)

- be feeling <u>depressed</u> or withdrawn (they might stop wanting to see their friends or do things they normally like doing)
- start doing dangerous things like taking <u>drugs</u> or drinking <u>alcohol</u>
- give away things they own
- stop looking after themselves (they might not wash as often or care about their appearance as much as they used to)

Somebody who is feeling suicidal might say things like:

- "It'll be over soon"
- "I'm better off dead"
- "I don't want to be here anymore"
- "I won't be missed"

12.1   Guidelines

If a student discloses suicidal thoughts or self-harming behaviours or a member of staff suspects self-harm they must follow the guidelines set out below.

Staff must report the concern to the DSO/DSL and record the information in CPOMs.

If there is immediate risk, the staff member present must call the emergency services.

If self-harm or suicidal thoughts are disclosed to a counsellor, it is important that students are made aware that that would result in a confidentiality breach and parents will be contacted and informed to enable them to safeguard the student. Only in exceptional circumstances would this not be undertaken. Where parents are not contacted the DSO will document the reasons for this in CPOMs.

Where appropriate, the student should be encouraged to call his or her parents to talk about what has happened. In the event that a student is reluctant to contact his or her parents, college staff must take responsibility and alert parents that their child may be at risk of harming him or herself in the future. It is recommended that the college provides parents with both community and web-based resources for understanding and effectively addressing self-injury.

Where a counsellor or staff member has a concern regarding a student who is self-harming or who has suicidal thoughts they should provide the student and parents with the following CAMHS contact numbers:

CAMHS Contact Point- 01482 303688 (Hull) 9am-5pm

CAMHS Contact Point- 01482 303810 (East Riding) 9am-5pm

CAMHS Crisis Team- 01482 301701 - Out of hours (5pm -9am)

CAMHS team 01724 408460 (North Lincolnshire) 9am-5pm

CAMHS Access Team: 01724 382015 (North Lincolnshire)

Out of hours is after 5pm and at weekends where for a mental health crisis access to support is at your local Accident and Emergency department.

Students/parents can also be provided with the following information should they wish to access counselling services outside of Wyke Sixth Form College;
Useful help lines and websites include: -

MIND – 01482 240200 (Hull)

MIND Info line Tel: 0845 766 0163

The Warren 01482 218115 www.thewarren.org

Let's Talk- 01482 247111 (Age range 17.5 years plus to self-refer)

Mental Health Response Service- 01482 301701 (Age 18 years plus to self-refer)

The Samaritans 116123 (free phone) jo@samaritans.org.uk

Young Minds Tel: 0808 802 5544 www.youngminds.org.uk

Papyrus HOPELineUK Tel: 0800 068 414 www.papyrus-uk.org

Youth Access Tel: 0208 772 990

National Self Harm Network www.nshn.co.uk

- www.lifesigns.org.uk
- www.childline.org.uk
- www.selfharm.org.uk
- www.b-eat.co.uk
- www.samaritans.org.uk
- www.harmless.org.uk

If a student discloses suicidal thoughts, please identify with the student the following information as this is vitally important for CAMHS to make an informed decision regarding their immediate course of action:

Frequency- How often are they having suicidal thoughts?
Intensity- Scale from 1-10
Duration- How long do the thoughts last and do they pass?
Context- TRIGGERS- What has led up to those thoughts? Has anything significant happened?
Plan- Does the student have a plan re how/when?
Intent- Does the student intend to follow through with those thoughts?

If a student identifies they would like counselling support all staff members should inform the student they can self-refer to the Wyke Sixth Form College counselling services at **counsellor@wyke.ac.uk.**

Staff Support - College staff will experience a range of feelings in response to self-harm in a child/young person, such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. It is important for all work colleagues to have an opportunity to discuss the impact that self-harm has on them personally. Staff will also be given the opportunity to compose themselves before returning to the classroom or their workspace. Staff are able to self-refer to the college counsellors for counselling support in their own right.
Information Document – Self-Harm (click here)

12.2   Process for managing self-harm at Wyke in a crisis situation

Staff member witnesses or is informed of pupil self-harm by pupil themselves or a friend	Staff member suspects a pupil has self-harmed and is in need of immediate medical attention

- Contact emergency services if injury is life-threatening or if student is suicidal

- If the student is taken to hospital, emergency protocols for treatment and care will be implemented and a **CAMHS referral will be activated by hospital**

- On student's return to college, refer to DSO/DSL so that an appropriate plan can be put in place to ensure the safety of the student.

- Locate student
- Call for help from colleague/Emergency Services/GP
- Administer First Aid
- Keep calm and give reassurance – to the individual pupil and to those who might be affected by witnessing self-harm (staff and students)

- Log injury on CPOMS and inform Rebecca Bolder, DSO (Designated Safeguarding Officer)
- Assess risk
- Explain confidentiality

- Discuss with DSO/DSL
- Inform parents/carers unless clear reason not to (DSL/DSO)
- Follow safeguarding procedures if necessary

12.3 Process for managing self-harm at Wyke (not in need of urgent medical treatment & return to college)

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                    ┌─────────────────────────────────────┐
                    │   Student shows signs and symptoms   │
                    └─────────────────────────────────────┘
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┌───────────────────────┐ ┌───────────────────────┐ ┌───────────────────────┐
│ Staff member suspects │ │ Self-disclosure or peer│ │ Self-disclosure or peer│
│ recent or previous   │ │ disclosure of thoughts │ │ disclosure of recent or│
│ student self-harm (not │ │ of self-harm to staff │ │ previous student self- │
│ in need of treatment) │ │ member   │ │ harm to staff member   │
│   │ │   │ │ (not in need of   │
│   │ │   │ │ treatment)   │
└───────────────────────┘ └───────────────────────┘ └───────────────────────┘

┌───┐   ┌───────────────────────────┐
│ • Staff member logs (CPOMS) and passes to DSO   │   │ Student returns to college │
│   immediately   │   │ following crisis (student │
│ • DSO assess risk with the information available and   │   │ self-harm)   │
│ makes a decision about the relevant course of action │   └───────────────────────────┘
│ which may include identifying the most appropriate   │
│ member of staff to meet with the student   │
└───┘

┌──────────────────────┐   ┌───────────────────────────────────┐
│ Low / Medium risk   │   │ High risk / crisis   │
└──────────────────────┘   │ • Refer to crisis situation process│
                                 │ • Refer to CAMHS where appropriate │
                                 └───────────────────────────────────┘

Staff member meets with student and discusses supportive strategies / sets action plan with the pupil where appropriate (DSO/DSL)
- Explain confidentiality
- Inform parents/carers unless clear reason not to
- Follow safeguarding procedures if necessary
- Involve parents/carers and other professionals (e.g. CAMHS, GP) as necessary/appropriate
- Encourage and help student and family to access services
- Refer to college counsellor or other counsellor if appropriate
- Contact CAMHS for advice or referral if appropriate
- Consult with colleagues if necessary

- Debrief with DSO and set a professional action plan if necessary
- Consult with relevant health/social care practitioners if necessary
- Ensure all information necessary is kept recorded and up-to-date in the safeguarding log/CPOMS

- Review with student
- Onwards support plan

13.   Reasonable force/restraint (statutory requirement)

For the purpose of this policy, staff will physically separate pupils found fighting or causing risk of harm to another member of the College. As a College, we recognise our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Reasonable force can be used to prevent pupils from;

- hurting themselves or others,
- damaging property,
- causing disorder.

13.1   What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a conflict situation.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

   Reasonable force can be used to;

- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight;
- restrain a student at risk of harming themselves through physical outbursts.

The following government link provides guidance on the use of reasonable force
Use of reasonable force advice- Reviewed July 2015 (click here)

14.   **Staff Training – Wyke Requirements**

- All staff will undertake Safeguarding Young People Level 1 as a minimum requirement.
- The Designated Safeguarding Lead (DSL), the Designated Safeguarding Officer (DSO) and any DSL deputies must undertake Designated Safeguarding Lead Training Level 3 as a minimum requirement. DSL Lead Training must be renewed every two years.
- The Designated Safeguarding Lead must undertake Prevent awareness training and to enable them to provide advice and support to other members of staff on protecting children from risk of radicalisation.
- All training must be refreshed every three years. A training log will be stored within the single central record and this will be managed by the HR office.

15.   **Internal Referral Guidelines**

If staff have **any concerns** about a child's welfare, they should act on them immediately. Wyke 6th Form College referral guidelines flowchart will be followed by all members of staff.

***All safeguarding and child protection concerns must be reported in CPOMS* – A simple referral guide can be found in Appendix A –** *How to report a safeguarding concern.*

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead (DSL) Chris Herring

Designated Safeguarding Officer (DSO)

Concern put in writing within incident reporting via CPOMS

The local authority Designated Officer for concerns about adults: DSO holds details.

CPOMS directs incident log to Safeguarding Team

Safeguarding team reviews information and makes a decision regarding next steps

Decision made to monitor concerns Update recorded within CPOMS and staff alerted

Decision made to discuss the concern informally with the parents/carers Update recorded within CPOMS and staff alerted

Decision made to refer concern to social care Update recorded within CPOMS and staff alerted

Class teacher and/or Tutor asked to monitor student and update record within CPOMS within an agreed timescale and staff alerted to

Once discussed with parents, DSO decides to further discuss with parents, monitor or refer to social care. DSO to update record within CPOMS within an agreed timescale and staff alerted to

DSO discusses decision with DSL and agree to refer to social care. DSO to update record within CPOMS within an agreed timescale and staff alerted to

In exceptional circumstances anyone may report concerns directly to children's social care

Updates and further information will be logged within CPOMS

Contact details for social care referrals: DSO holds details

Prevent/Channel Referral: DSO holds details

NSPCC Whistleblowing Helpline 0800 028 0285

15.1   CPOMS

CPOMS is a computer programme which Wyke 6th Form College will use to manage/record and report on child protection and safeguarding.

CPOMS will enable staff to track referrals to external agencies, such as the NHS/CAMHS**,** Children's Services, and the Police, (including letters and phone calls) and be alerted if timescales are not being met.

CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. A meeting held, conversation with a child, or a decision to undertake a CAF can all be recorded on the system, in a safe, secure and searchable record.
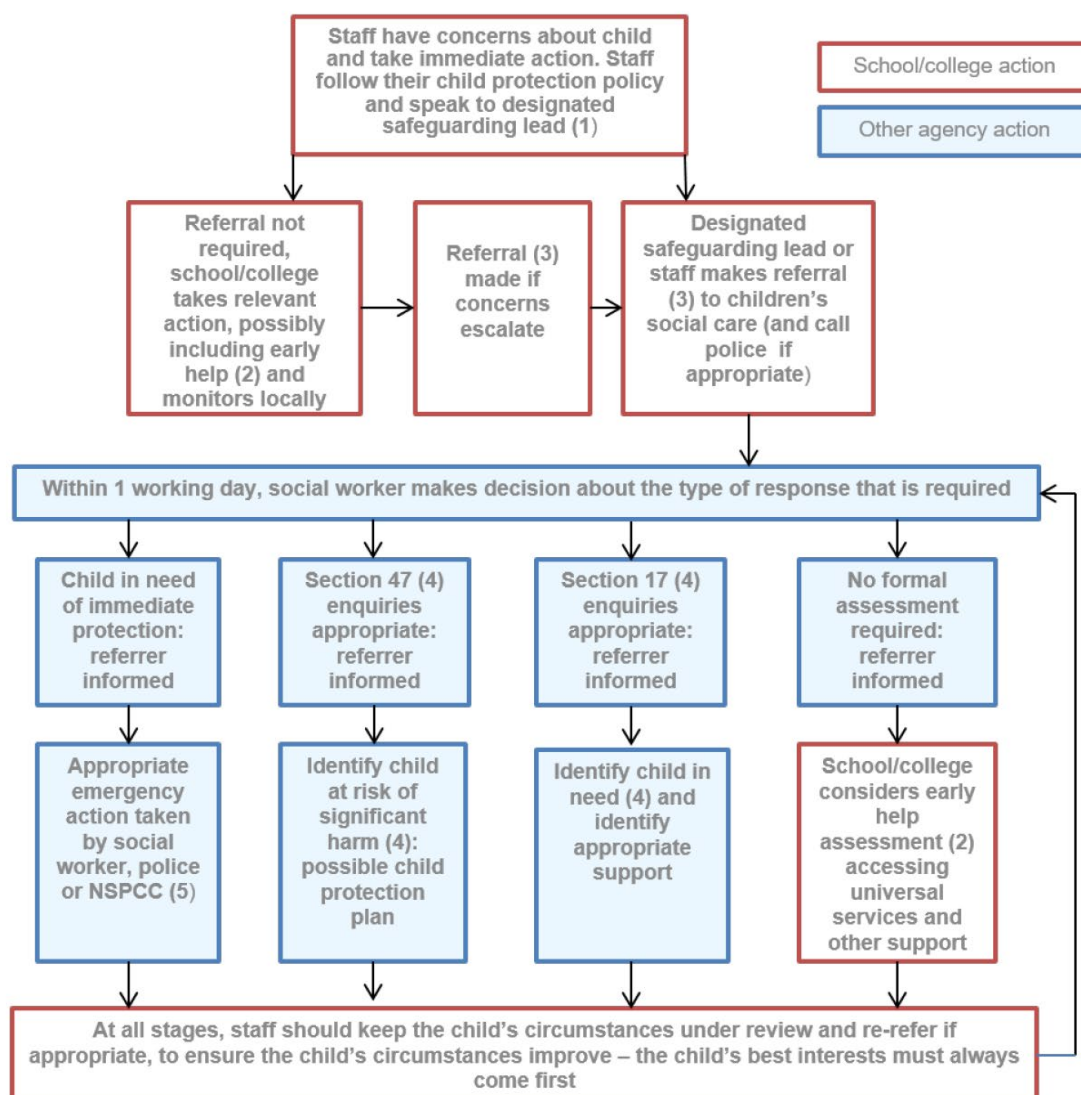
15.2   Informing the DSO/DSL (or deputy)

Staff will use the CPOMS system to refer any safeguarding concerns or child protection issues to the safeguarding team.   College referral guidelines will be followed as discussed within this policy. Any actions identified for staff members will be recorded within CPOMS and actioned accordingly.

A simple referral guide can be found in Appendix A – *How to report a safeguarding concern.*

All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DSO immediately and record in CPOMS no later than 4:30pm on that working day. **Failure to do so is likely to result in disciplinary action.**

16.   External Referral Guidelines – (DSO/DSL is responsible)

Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1)

School/college action

Other agency action

Referral not required, school/college takes relevant action, possibly including early help (2) and monitors locally

Referral (3) made if concerns escalate

Designated safeguarding lead or staff makes referral (3) to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed

Section 47 (4) enquiries appropriate: referrer informed

Section 17 (4) enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (5)

Identify child at risk of significant harm (4): possible child protection plan

Identify child in need (4) and identify appropriate support

School/college considers early help assessment (2) accessing universal services and other support

At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

17.   Criminal and Sexual Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) 28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents

over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

County lines drug running is an example of this. If you have any concerns about CSE and CCE then please follow the safeguarding referral process.

18. **All Other Situations**

If staff members have any concerns they should act on them immediately; they should follow the safeguarding and child protection policy and speak to the designated safeguarding lead/officer (or deputy); the options that then exist (managing any support for the child internally, an early help assessment or a referral for statutory services) are outlined and KCSIE explains that staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If you have any doubt about what action to take in a safeguarding situation, then always refer to the DSL/DSO or deputies. All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DSO immediately and record in CPOMS no later than 4:30pm on that working day. Failure to do so is likely to result in disciplinary action.

19. **Related Documents**

Keeping Children Safe in Education 2020
Counter-Terrorism and Security Act 2015
Prevent Duty Guidance
Equality Act 2010
Children and Social Work Act 2017
Multi-Agency Statutory Guidance on FGM 2018
Multi-agency practice guidelines: Handling cases of Forced Marriage
Searching screening and confiscation advice (for schools)
UKCCIS sexting advice (for schools and colleges)
Promoting the education of looked-after children and previously looked-after children
Guidance on the Use of Restrictive Physical Interventions for Staff Working with
Children and Adults who display Extreme Behaviour in Association with Learning
Disability and/or Autistic Spectrum Disorders (2002)
Use of reasonable force guidance July 2015
Local Safeguarding Children Board Guidelines
College Computer Users Regulations
e-Safety Policy
Staff Code of Conduct
Safeguarding Vulnerable Adults Policy and Procedures
Whistleblowing Policy

20. Monitoring and Review

    a. This policy will be monitored by the Corporation.

    b. This policy will be reviewed annually.

Approved by Corporation 3 September 2005
Minor revisions approved 18 December 2007, 18 December 2008, 17 December 2009, 15 December 2011, 10 December 2012, 25 February 2014
Revised and approved by the Corporation, 7 February 2017
Revised and approved by the Corporation, 15 March 2018
Major rewrite to comply with KCSIE 2018 approved by the Corporation
13 December 2019.
Revised September 2019 due to KCSIE 2019 updates approved by the Corporation 26 September 2019.
Revised 3 April 2020 (Revised through the addition of an addendum at page 44f, approved under Chair of Corporation's action)

Revised 21 May 2020 (Revised through the addition of an addendum approved by the Corporation)

Revised September 2020 (Revised through the addition of 2 addenda approved under Chair of Corporation's action)

Next Review 1 October 2020

21. Related College documents

Documents related to this policy are:
?

Signed by: Chris Herring – Designated Safeguarding Lead
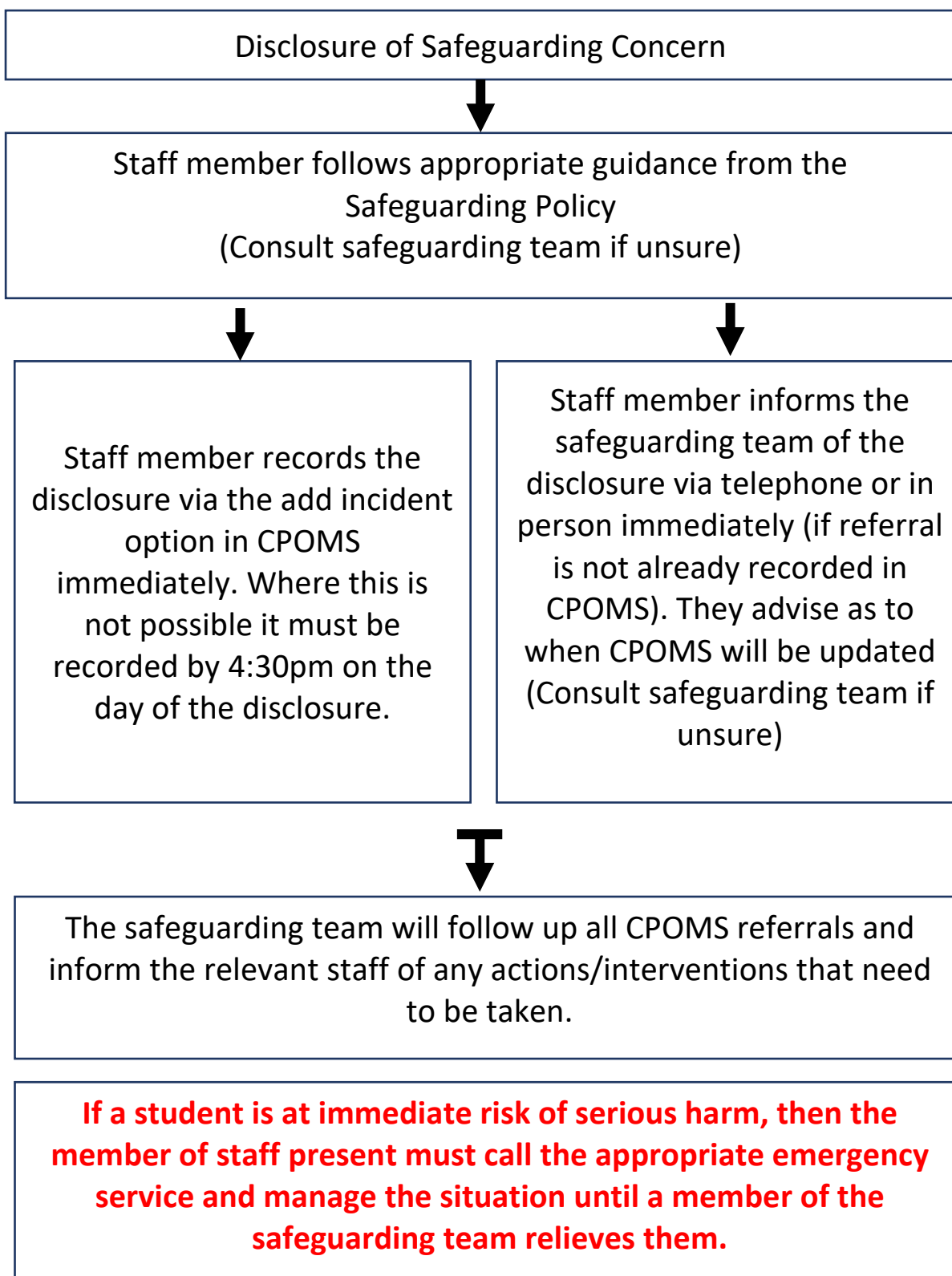
Equality and Diversity

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Single Equality Scheme.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.

Appendix A - *How to report a safeguarding concern*

Disclosure of Safeguarding Concern

Staff member follows appropriate guidance from the Safeguarding Policy
(Consult safeguarding team if unsure)

Staff member records the disclosure via the add incident option in CPOMS immediately. Where this is not possible it must be recorded by 4:30pm on the day of the disclosure.

Staff member informs the safeguarding team of the disclosure via telephone or in person immediately (if referral is not already recorded in CPOMS). They advise as to when CPOMS will be updated (Consult safeguarding team if unsure)

The safeguarding team will follow up all CPOMS referrals and inform the relevant staff of any actions/interventions that need to be taken.

If a student is at immediate risk of serious harm, then the member of staff present must call the appropriate emergency service and manage the situation until a member of the safeguarding team relieves them.

Appendix B - *CPOMS Instructions*

Using CPOMS for the first time:

Firstly, every user needs to set their own password.

In order to ensure that all users change their passwords to something that is personal and secure we do not provide you with a password to begin with.

To create your first password please **visit https://wykecollege.cpoms.net.**

Click on the **'Forgotten your password or using CPOMS for the first time?'** option (beneath the 'Login' button).
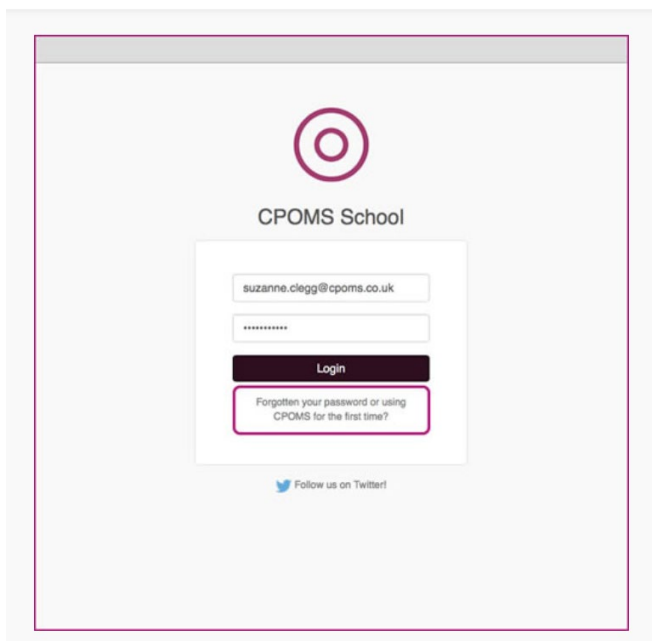
Next, input your email address click **'Reset Password'.** This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

Once you have created your first password, go back to **https://wykecollege.cpoms.net** and enter your email address, password and click the 'Login' button.

Dashboard

Once you are logged in to CPOMS, you will see an 'Alert' and 'My History' section.

If you have been alerted to anything at all within CPOMS it will display within your 'Alert' section to view.

The 'My History' section will list any incidents or actions that you have added in the last 7 days for your information.

Adding an Incident

To add a new incident to the system, click on the **'Add Incident'** link at the top of your screen.
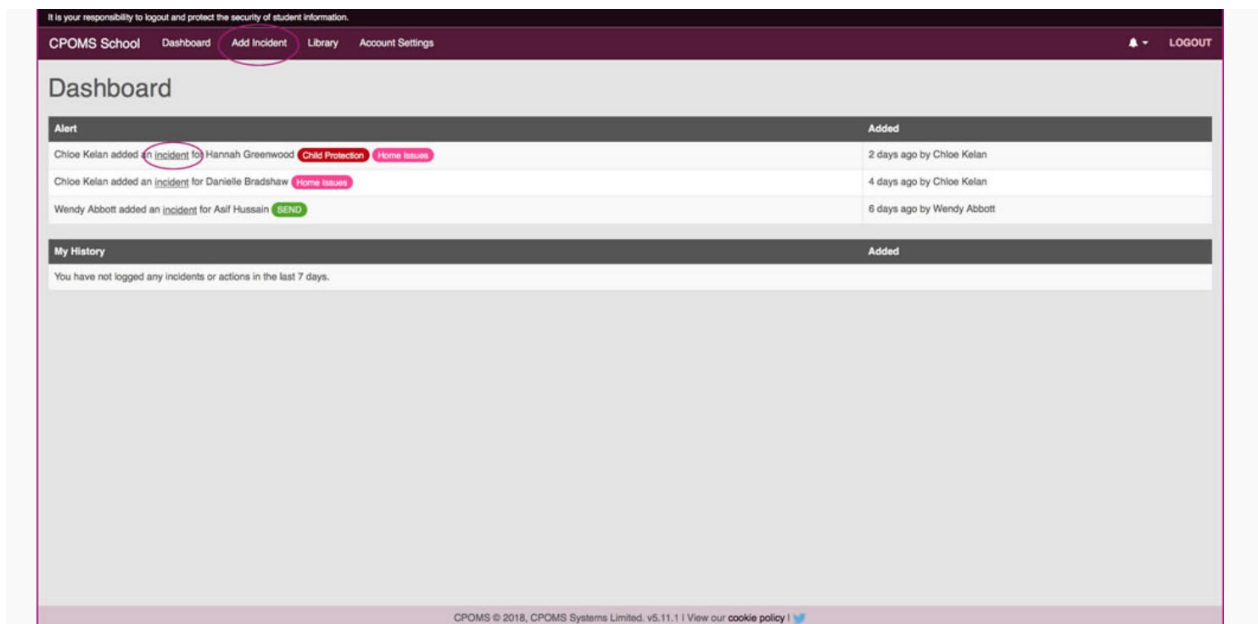
This will take you to the incident page where you can proceed to fill in all the required information.

- Firstly, select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.

- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.
  N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.

- After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).

- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.

- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.

- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.

- Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively, you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).

- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.

- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.

- Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

- Firstly, fill in the free text box with all the information needed about the action taken.

- Click on **'Agency Involved'** to choose which, if any, agencies have been involved in this action.

- Select the date and time you wish to record, if different to the current.

- If you would like the action to be copied to the linked students profile click on the tick box to **'Add action to linked students'** next, and **'Share documents?'** if necessary.

- Alert the relevant staff members by typing in the individual staff names, or alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).

- Add a file if needed, using the **'Click to browse or drag a file to upload'** button.

- Click **'Add Action'** to submit and send on any selected alerts to staff.

All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DSO immediately and record in CPOMS no later than 4:30pm on that working day. Failure to do so is likely to result in disciplinary action.

Appendix C - *Safeguarding Protocol for admitting visitors to the site*

1. A visitor for the purpose of this document is defined as a person who is not a student and is not on the College Single Central Record of safeguarding checks for staff and volunteers.

2. All visitors should report to reception.

3. All members of staff should take anyone on site without an appropriate lanyard to reception to sign in.

4. Visitors who are onsite on 3 or fewer occasions across an academic year and who will be accompanied, should be issued with a red lanyard and the member of staff they are visiting should accompany them around the site. Accompany does not mean they must have sight of the person at all times, for example they may go to the toilets on their own, but they should know where they are and generally be in their company throughout the visit.

5. Whether visitors who are onsite for 4 or more occasions across an academic year and who will be accompanied require any safeguarding checks should be discussed with the H.R. Manager, Safeguarding Officer or Assistant Principal with responsibility for safeguarding. As they are accompanied it is likely that they will not require further checks but whether they have the opportunity to build relationships with students will be considered.

6. When a visitor is going to be unaccompanied on the site, if relevant safeguarding checks have not been performed then they must be supervised. Supervision involves a member of staff taking responsibility for that supervision, knowing where onsite they are, and periodically checking in on them. They should not be left alone with a student.

7. Professionals from external bodies – from time to time professionals from external bodies such as social workers, health practitioners, charities and other agencies will request to meet students on the College site. In this case, their employing body will be required to provide a letter on headed paper or email from an appropriate work email account confirming that the appropriate pre-employment checks to allow them access to young people have been carried out including: an Enhanced DBS with barred list check, reference checks and work history checks and that these have not indicated a safeguarding risk. Please see letter template attached.

8. If unsure, reception staff should seek advice from the H.R. Manager, Safeguarding Officer or Vice Principal responsible for Safeguarding.

Safeguarding Policy - *COVID-19 addendum – April 2020*

Safeguarding during the College closure period

What should staff and volunteers do if they have any concerns about a student?

It is vital that staff act immediately on any safeguarding concerns.

1. Contact a member of the safeguarding team to discuss the concern.

2. Log the concern in CPOMS as soon as possible (by 4pm that working day at the latest).

What are the DSL/Deputy DSL arrangements during the College closure?

- Safeguarding team will be available to contact during working hours (9am – 4pm, including Easter holidays) for both staff and students. Please see contact list.

Name	Number	Role
Rebecca Bolder	07498378083	Safeguarding Manager
Chris Herring	07932807204	Vice Principal
Andrea Mason	07498371842	Pastoral Director
Andy Dunne	07539391788	Pastoral Director

- CPOMS will still be in operation (remotely) and will be monitored during working hours (9am – 4pm).
- External agency information has been distributed to both staff and students and referrals will be made by the safeguarding team where appropriate (it is available at the end of this document.
- Students should be directed to emergency services via 101/999 for out of hour emergencies.

How do we continue to support our vulnerable students?

LAC (Looked after children) – Andy Dunne – LAC coordinator

- All students will have two formal points of contact per week. Once by the LAC coordinator and once by their Progress Tutor.

- The LAC coordinator will provide weekly updates to the relevant local authority virtual schools.

EHCP (Education, Health Care Plan) – Julie Lynch – EHCP Coordinator

- All students on an EHCP are allocated a member of the learning support team as a key worker. The key worker will make contact with each of the students twice per week.

- The EHCP coordinator will provide weekly updates to the relevant local authority SEND team.

Name	Number	Role
Julie Lynch	07487548238	ALS Manager

Arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition

High Risk Students – (Currently being monitored by the safeguarding team)

- Currently monitored high risk students will be checked on by Rebecca Bolder every 48 hours.

- This list will be updated within CPOMs should more students be identified as high risk.

Students who live Independently (monitored by their Progress Tutor)

- These students are on a monitoring list their respective Progress Tutor will check in with them twice a week.

- All concerns regarding this group of students will be communicated to the safeguarding team and logged in CPOMs.

Free School Meal/Bursary Students

- All students who are eligible for free school meals and the College bursary will continue to receive their allocated allowance of £4 per day. This will be paid into their bank account weekly.

- Vulnerable bursary will continue to be paid in the current way.

All other students (Monitored by all staff)

Students will naturally be concerned and stressed about this situation. Please:

- Continue to reassure students.

- Provide clarity and information on the situation (where it is available).

- Direct students to the support material available.

- Contact the safeguarding team or your line manager is you require support.

How do we support student mental health throughout the period of closure?

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of pupils' work where they are at home.

Support is available:

- College counsellor referrals are still available and assessments/session will be conducted via a Microsoft Teams video conference. Please direct students to counsellor@wyke.ac.uk

- Rebecca Bolder the safeguarding manager can be contacted for advice and guidance.

- Togetherall (digital mental health resource) is available and free for all staff and students. Please see the poster at the end of this document

- External agency support is available. Please see the poster at the end of this document.

How do we support students to be safe online when working remotely?

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be referred to the safeguarding team and logged in CPOMs.

Online staff/student interaction should adhere to the following protocol:

- Stick to normal working hours where possible and be available only via platforms such as Microsoft Teams, College email or College approved social media accounts.

- Be clear with students about when you are available to support them. Contact students during usual college opening hours where possible. Do not contact students out of these hours as it will create false expectations.

- As well as the method of communication, ensure your communication style and language remain professional and similar to how they would in the workplace.

- If interacting by video, be aware of what is visible/audible in the background (e.g. avoid using bedrooms) and keep this as neutral as possible. Do not get drawn into discussions about your personal or family life.

- Do not store recorded videos of students on personal devices.

- Use College phones where possible. If you do not have access to one and need to make a telephone call from a personal phone, always ensure your contact details are hidden (e.g. dial 141 first).

- Only engage in video interactions when everyone involved is appropriately dressed.

- If you have concerns about the well-being of any students, refer immediately to the safeguarding team unless they are in immediate danger, in which case dial 999.

Any staff member or student who has concerns relating to their online safety, or online interactions with both staff and students should report these directly to the Assistant Principal and DSL (Chris Herring). This should include bullying and peer on peer abuse (please see the relevant section of the safeguarding policy for definitions.

Support is also available via the following external agencies:

- Childline - for support

- <u>UK Safer Internet Centre</u> - to report and remove harmful online content
- <u>CEOP</u> - for advice on making a report about online abuse

Information, Advice and guidance is available to parents via the following websites:

- <u>Internet matters</u> - for support for parents and carers to keep their children safe online
- <u>London Grid for Learning</u> - for support for parents and carers to keep their children safe online
- <u>Net-aware</u> - for support for parents and careers from the NSPCC
- <u>Parent info</u> - for support for parents and carers to keep their children safe online
- <u>Thinkuknow</u> - for advice from the National Crime Agency to stay safe online
- <u>UK Safer Internet Centre</u> - advice for parents and carers

What support is available from the local authorities?

Hull City Council.

Our council has today launched the **Hull Helpline** to support vulnerable residents impacted by the Coronavirus pandemic. The helpline is for those that have no other means of support within the community and have essential needs.

- Residents can register their need for support through an online form on the council's website **hull.gov.uk** or call the dedicated Hull Helpline number, 01482 300 307.
- **Discover more about Hull Helpline**

Please see the following pages for external agency support and Togetherall.

External SUPPORT SERVICES

CAMHS Daytime Support
Monday to Friday 9am-5pm

Hull Contact Point
01482 303688
East Riding Contact Point
01482 303810
CAMHS team North Lincolnshire
01724 408460

CAMHS Out of Hours Support
Monday - Friday 5pm-9am
Weekends

CAMHS Crisis Team East Riding & Hull
01482 301701
CAMHS Access Team North Lincolnshire
01724 382015

Access to support for a mental health crisis between 5pm-9am and on weekends is based at your local A&E department.

PAPYRUS HOPE LINE
Monday - Friday 9am-5pm
Weekends and Bank Holidays 2pm-10pm

Call **0800 068 4141**
Text **07786 209 697**
Email **pat@papyrus-uk.org**

SAMARITANS
Available 24/7

Freephone **116 123**
Email **jo@samaritans.org**

Safeguarding Policy - *COVID-19 addendum –1st June to 1st September 2020*
Safeguarding during continued remote learning + Safeguarding for a phased re-opening

What should staff and volunteers do if they have any concerns about a student?
It is vital that staff act immediately on any safeguarding concerns.

1. Contact a member of the safeguarding team to discuss the concern.
2. Log the concern in CPOMS as soon as possible (by 4pm that working day at the latest).
3. If there are any concerns specifically regarding a student entering the College site, then these should be brought to the attention of the DSL via email chris.herring@wyke.ac.uk (student/parents) or CPOMS (College staff).
4. Parents should share up to date health and welfare information with the College prior to a student returning to College. All students that are invited on to site will be asked about their current health status.

What are the DSL/Deputy DSL arrangements?
- Safeguarding team will be available to contact during working hours (9am – 4pm, including Easter holidays) for both staff and students. Please see contact list.

Name	Number	Role
Rebecca Bolder	07498378083	Safeguarding Manager
Chris Herring	07932807204	Vice Principal
Andrea Mason	07498371842	Pastoral Director
Andy Dunne	07539391788	Pastoral Director

- The designated safeguarding lead or a deputy designated safeguarding lead will be on site when the College is open to students.
- CPOMS will still be in operation (remotely) and will be monitored during working hours (9am – 4pm).
- External agency information has been distributed to both staff and students and referrals will be made by the safeguarding team where appropriate (it is available at the end of this document.
- Students should be directed to emergency services via 101/999 for out of hour emergencies.

How do we continue to support our vulnerable students?
LAC (Looked after children) – Andy Dunne – LAC coordinator
- All students will have two formal points of contact per week. Once by the LAC coordinator and Once by their Progress Tutor.
- The LAC coordinator will provide weekly updates to the relevant local authority virtual schools.

- All year 12 students in this group will be invited back into College for face to face contact during the phased reopening.

EHCP (Education, Health Care Plan) – Julie Lynch – EHCP coordinator
- All students on an EHCP are allocated a member of the learning support team as a key worker. The key worker will make contact with each of the students twice per week.
- The EHCP coordinator will provide weekly updates to the relevant local authority SEND team.
- All year 12 students in this group will be invited back into College for face to face contact during the phased reopening.

Name	Number	Role
Julie Lynch	07487548238	ALS Manager

Arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition

High Risk Students – (Currently being monitored by the safeguarding team)
- Currently monitored high risk students will be checked on by Rebecca Bolder every 48 hours.
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Students who live Independently (monitored by their Progress Tutor)
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- All concerns regarding this group of students will be communicated to the safeguarding team and logged in CPOMs.
- All year 12 students in this group will be invited back into College for face to face contact during the phased reopening.

Free School Meal/Bursary Students
- All students who are eligible for free school meals and the College bursary will continue to receive their allocated allowance of £4 per day. This will be paid into their bank account weekly.
- Vulnerable bursary will continue to be paid in the current way.

All other students (Monitored by all staff)
Students will naturally be concerned and stressed about this situation. Please:
- Continue to reassure students.
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Support is available:

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- Rebecca Bolder the safeguarding manager can be contacted for advice and guidance.
- The Togetherall (digital mental health resource) is available and free for all staff and students. Please see the poster at the end of this document
- External agency support is available. Please see the poster at the end of this document.

How do we support students to be safe online when working remotely?

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be referred to the safeguarding team and logged in CPOMs.

Online staff/student interaction should adhere to the following protocol:

- Stick to normal working hours where possible and be available only via platforms such as Microsoft Teams, College email or College approved social media accounts.
- Be clear with students about when you are available to support them. Contact students during usual college opening hours where possible. Do not contact students out of these hours as it will create false expectations.
- As well as the method of communication, ensure your communication style and language remain professional and similar to how they would in the workplace.
- If interacting by video, be aware of what is visible/audible in the background (e.g. avoid using bedrooms) and keep this as neutral as possible. Do not get drawn into discussions about your personal or family life.
- Do not store recorded videos of students on personal devices.
- Use College phones where possible. If you do not have access to one and need to make a telephone call from a personal phone, always ensure your contact details are hidden (e.g. dial 141 first).
- Only engage in video interactions when everyone involved is appropriately dressed.
- If you have concerns about the well-being of any students, refer immediately to the safeguarding team unless they are in immediate danger, in which case dial 999.

Any staff member or student who has concerns relating to their online safety, or online interactions with both staff and students should report these directly to the Assistant Principal and DSL (Chris Herring). This should include bullying and peer on peer abuse (please see the relevant section of the safeguarding policy for definitions.

Support is also available via the following external agencies:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Information, Advice and guidance is available to parents via the following websites:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

A document has been sent to all parents informing them of the signs to look out for to safeguarding against radicalisation and the dark web.

Government has also provided:
- support for parents and carers to keep children safe from online harms, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- support to stay safe online includes security and privacy settings, blocking unsuitable content, and parental controls

Peer on Peer Abuse
The College recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy. The College will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

What support is available from the local authorities?

Hull City Council:
Our council has today launched the Hull Helpline to support vulnerable residents impacted by the Coronavirus pandemic. The helpline is for those that have no other means of support within the community and have essential needs.

- Residents can register their need for support through an online form on the council's website hull.gov.uk or call the dedicated Hull Helpline number, 01482 300 307.
- Discover more about Hull Helpline

Please see the following pages for external agency support and Togetherall.

Safeguards in place to allow for the safe return of students
1. Transport into College

Students will be asked to make their own way into College by walking, cycling, their own transport or by gaining a lift by someone in their household. If these options are not available, then:

- Use of public transport (adhering to operators social distancing requirements)
- Used of College minibuses with a maximum of three students per minibus and will be cleaned following each journey.

2. Arrival at College

- The Oak main entrance will be the only point of access to the site. All students and staff will be required to sign in and out verbally each day. All other doors on site will be locked (allowing emergency exit is still in place if needed) and sign will be posted on each door directing entry by the Oak Main entrance only.

3. Sessions with students

- One to one sessions to be undertaken in various locations around College.
- Group sessions to be held in classrooms with groups no larger than five students.
- Where groups exceed this, large college spaces will be used to ensure that social distancing is possible.

4. Movement around College

The overriding principle is to maintain a 2m distance between all occupants throughout the day. This will be managed by:

- A one-way system employed in corridors where possible. Additional arrangements will be employed for some corridors where this is not possible.
- Staggering the start and end of any student group sessions to prevent overcrowding in corridors.
- Limiting the number of students we have on site at any one time.
- Within the letter sent out to students inviting them into college it will be made clear that they must adhere to the social distancing rules in place on site and failure to adhere will result in immediate removal from the college site and parents/carers informed.
- If there is deliberate and sustained abuse or failure to adhere to social distancing measure this could result in disciplinary action under the behaviour management policy up to and including exclusion.

5. Toilets and refreshments

- A limited number of toilet facilities will be made available to enable regular cleaning is possible.
- Only the Oak coffee bar will be open for the service of drinks and sandwiches. A limited number of seats will be made available for use with social distancing measure in place.
- 2m spacing lines will be positioned for queuing for the Oak coffee bar.
- No vending machines or drinking fountains will be in operation.

6. Cleaning provision

- A cleaning rota will be put in place that enables cleaners to be on site throughout the day.
- A system will be employed whereby cleaning of an area will take place following any activity to enable another group to re-occupy the space safely.
- Cleaning products will be supplied to office based staff to enable the cleaning of shared equipment.

7. First Aid Cover
- Cover will be provided only by the Premises Staff via a call to '0' as normal.

8. Designated safeguarding Lead (DSL)
- The DSL each day will adopt the same social distancing restrictions as all other staff and students on site.
- In exceptional circumstances if social distancing is not able to maintained then appropriate PPE will be supplied.

9. Suspected CV-19 Individuals
- All staff and students will be told that they should not attend at any point if they feel they are showing symptoms. Where possible, temperatures should be taken before leaving home and processes for scanning individuals on their arrival will be put into place.
- If a student or member of staff is displaying symptoms, they must report to the main office and disclose this. If they are well enough to leave the site immediately, they will be asked to make their own way home. Should they need more immediate help, they will be taken to a sports area changing room until further help can be accessed.
- Any staff interacting with this individual will be provided with PPE.
- A 'track and trace' process to identify those individuals who could have encountered. At this point, the most up to date government guidance will be followed.

10. Student behaviour on site
- Students are expected to maintain social distancing and health and safety rules whilst they are on the site. Failure to do so will result in them being asked to leave.
- Any deliberate attempt to deliberately intimidate another person, by breaching social distancing rules, could be considered serious misconduct and will be dealt with in line with the College behaviour management policy.

11. Catering
- The College catering outlets will not be open during this period. Any student that is invited onto the site is required to bring a packed lunch.

Tutor contact list

Name	Number	Role
Andrea Mason	07498371842	Senior Tutor
Andy Dunne	07539391788	Senior Tutor
Emma Albeck	07498468686	Progress Tutor
Grace Blair-Lilley	07957635530	Progress Tutor
Katy Burgess	07956419763	Progress Tutor
Ellie Cho-Young	07539397821	Progress Tutor
Gary Laird	07956419971	Progress Tutor
Sam Laverick	07956419973	Progress Tutor
Ella Miller	07498390667	Progress Tutor
Leigh Rudkin	07399149864	Progress Tutor
Chris Tansey	07539397825	Progress Tutor
Sam Young	07539397829	Progress Tutor

External SUPPORT SERVICES

CAMHS Daytime Support
Monday to Friday 9am-5pm

Hull Contact Point
01482 303688
East Riding Contact Point
01482 303810
CAMHS team North Lincolnshire
01724 408460

CAMHS Out of Hours Support
Monday - Friday 5pm-9am
Weekends

CAMHS Crisis Team East Riding & Hull
01482 301701
CAMHS Access Team North Lincolnshire
01724 382015

*Access to support for a mental health crisis between 5pm-9am
and on weekends is based at your local A&E department.*

PAPYRUS HOPE LINE
Monday - Friday 9am-5pm
Weekends and Bank Holidays 2pm-10pm

Call **0800 068 4141**
Text **07786 209 697**
Email **pat@papyrus-uk.org**

SAMARITANS
Available 24/7

Freephone **116 123**
Email **jo@samaritans.org**

Safeguarding Policy - *COVID-19 addendum – 1st September 2020*
Safeguarding during reintegration back into College

What should staff and volunteers do if they have any concerns about a student?

It is vital that staff act immediately on any safeguarding concerns.
1. Contact a member of the safeguarding team to discuss the concern.
2. Log the concern in CPOMS as soon as possible (by 4pm that working day at the latest).
3. If there are any concerns specifically regarding a student/staff member displaying symptoms of Covid-19 whilst on the College site. Please alert the 1st aid team (who can be contacted via the College office). A designated 1st aider will respond to the call out (in appropriate PPE). They will then assess the situation and take relevant action. The 1st aider will be supported by a Pastoral Director or a member of SLT.
4. Staff should use CPOMs to record any concerns regarding Covid-19. There is a lozenge within CPOMs dedicated to Covid-19, please ensure this option is ticked.

Do I have to wear a face covering?
Yes, they are mandatory on college transport and mandatory for enrolment. We highly recommended the use of facemasks in the corridors and social spaces around the College.

We will continue to follow the guidance presented by the department for education. At this stage we highly recommend the use of a face mask around the college site. We are mandating that these must be worn on college busses and during enrolment.
This may be subject to change

If you do wear a face covering, then please follow the advice below.

How to put on a medical mask (WHO website – Aug 2020):
- Before touching the mask, clean your hands with an alcohol-based hand rub or soap and water
- Inspect the mask for tears or holes; do not use a mask that has previously been worn or is damaged.
- Verify which side is the top – this is usually where the metal strip is
- Then, identify the inside of the mask, which is usually the white side.
- Place the mask on your face covering your nose, mouth and chin, making sure that there are no gaps between your face and the mask.
- Pinch the metal strip so it moulds to the shape of your nose.
- Remember, do not touch the front of the mask while using it to avoid contamination; if you accidentally touch it, clean your hands.

How to take off a medical mask (WHO website – Aug 2020):
- Before touching the mask, clean your hands with an alcohol-based hand rub or soap and water
- Remove the straps from behind the head or ears, without touching the front of the mask.
- As you remove the mask, lean forward and pull the mask away from your face.

- Medical masks are for single use only; discard the mask immediately, preferably into a closed bin.
- Clean your hands after touching the mask.
- Be aware of the condition of the mask; replace it if it gets soiled or damp.

When and how to use masks
Remember, a mask alone cannot protect you from COVID-19. It must be combined with other measures, including maintaining at least one metre distance from each other, washing your hands frequently and avoiding touching your face while wearing a mask.

Stay safe and help prevent the spread of COVID-19!

What should College members do if they present with symptoms?
We need all members of the College to stay alert and keep the College open.
Symptoms:
- a new and persistent cough
- or a high temperature,
- or has a loss of, or change in, their normal sense of taste or smell (anosmia)

Stay home if you have the virus or suspect that you have the virus.
Inform a 1st aider immediately if you present with symptoms whilst on site.
Self-isolation period:
- Please follow the government guidelines around isolation periods.

You may return to College before the end of the designated isolation period, subject to confirmation of a negative test.

What should a student do if they are unable to attend College due to Covid-19?
We understand the stress and uncertainty that the last few months has caused, and we will always act to ensure that all students feel safe and supported. We will treat all circumstances individually and make reasonable adjustments where appropriate. If you do have any concerns about returning to College then please email covidconcerns@wyke.ac.uk to bring them to our attention. We are sympathetic to students who are anxious about returning and we will do everything we can to alleviate these concerns, we have already changed the structure of the 1st two weeks to allow all students to become familiar with how the College will work. We will also be following and adhering to government guidance in relation to attendance and our expectations.

Government guidance (in italics)
- *a small number of learners will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19).*

The most important thing is to keep all staff and students safe throughout the autumn term. Any member of the College that is displaying symptoms must not enter the site and should follow the College published guidance. Your attendance record will not be adversely affected during this period and remote working **will be available for all courses for those students** who are unable to attend due to self-isolation (please liaise directly with your teachers to get

work). If you are self-isolating please could you email covidconcerns@wyke.ac.uk and describe your situation. Please make sure that all suspected case of Covid-19 are brought to our attention via covidconcerns@wyke.ac.uk this will allow us to implement an effective track and trace system.

- *shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that the small number of pupils who will remain on the shielded patient list can also return their setting, as can those who have family members who are shielding - read current advice on shielding.*

We are working towards all students returning to College to engage in as 'normal' an education as possible. We acknowledge that some students may be anxious about returning, if you feel this way then please email covidconcerns@wyke.ac.uk to highlight your concerns. We will attempt to put measures in place to alleviate your concerns and facilitate a return to College. We will not be able to support an extended absence from the College (unless directed by a medical practitioner).

- *if rates of the disease rise in local areas, learners (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).*

We have a contingency plan in place that allows us to transition to partial or full remote learning (dependent upon the circumstance). There may also be a scenario where shielding is reintroduced for certain students. In both instances affected students will not be permitted to enter the site. Remote working will be available for all courses for those students who are unable to attend due to shielding. We would expect you to begin attending College once the government deem it safe to do so.

- *some learners no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning in September (usually at their next planned clinical appointment) - read advice from the Royal College of Paediatrics and Child Health. Where learners are not able to attend settings because of public health advice, we expect providers to offer them access to remote education. Providers should monitor engagement with this activity as set out below*

There may be a small number of students who are unable to attend due them having a serious medical condition. Students will be required to provide medical evidence in the form of a letter from a doctor or health professional. Appropriate reasonable adjustments will be made and formalised within an educational health care plan (for students with a plan) or via the College's Health Well-being and Fitness to Study process. Remote working will be available for all courses for those students who are unable to attend due to a serious medical condition.

Are there any additional expectations on me as a result of Covid-19?
This section of the addendum should not be used as a stand-alone document and should be read in conjunction with the behaviour management policy. It sets out the expectations

of Wyke 6th Form College in light of the Covid-19 pandemic and the need for students to follow some additional rules when they attend College.

We expect students to:
- Tell a member of staff immediately if they are experiencing any symptoms of coronavirus.
- Email covidconcerns@wyke.ac.uk if you have any symptoms or are self-isolating for any reason.
- Follow the College instructions on safe personal hygiene, wash hands regularly, follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching faces with hands;
- Not share any equipment or other items including drinking bottles;
- Move calmly around the campus taking note of the one-way system. Stay out of areas which are specified as being out of bounds such as decommissioned computers or tables in the refectory;

Any deliberate attempt to break the safety guidelines or intimidate another person by breaching social distancing rules, could be considered serious misconduct and will be dealt with in line with the College behaviour management policy. Also, if, despite all appropriate support and guidance, a student repeatedly breaks these safety rules, the College may, implement disciplinary proceedings.

We will support you to adhere to the guidance by:
- Staff regularly reinforcing the College expectations.
- Explaining and reinforcing the hygiene rules sensitively.
- Putting up signs/posters/visual prompts throughout the College to remind students and staff of the new safety measures in place that should be followed.
- Having a talk to anyone policy, where students can speak to any member of staff if they are feeling concerned or anxious.
- Ensuring all of our usual systems for affirming students' good behaviours will continue, with a particular focus on 'Stay Alert, keep the College open' and our College values such as 'Thriving in a caring community'.

How do we support student mental health?
Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of students' work when they return to College following a prolonged absence. Support is available:
- We have a dedicated tutorial team to support you and help you if you have any concerns.
- Team of qualified mental health 1st aiders.
- There will be a structured Induction programme to reintegrate you back into college, this will how to access mental health support.
- We have a new emotional wellbeing service that includes a College counsellor and a newly appointed emotional well-being officer.
- We have a series of digital resources that all students can access.
    - Togetherall.com (formally The Togetherall)

- Kooth.com
- Giveusashout.org

- We will continue to provide information about external support services and refer students where appropriate. Please see the poster at the end of this document for contact information.
- We have a student support wall (information centre located in the main atrium and opposite the tutor office, will be online soon). This includes information on how to access the above services along with support information on UCAS/jobs/apprenticeships, financial support, learning/curriculum Support and Safeguarding.
- All staff will be able to support you and direct you to the relevant information or team, please ask anyone if you have concerns.
- Rebecca Bolder the safeguarding manager can be contacted for advice and guidance via rebecca.bolder@wyke.ac.uk.
- If you want to access the emotional wellbeing service to book meetings with either the counsellor or emotional well-being officer, then please email wellbeing@wyke.ac.uk

Safeguarding Policy - *COVID-19 addendum –1st September 2020*
Safeguarding during continued remote learning where necessary

If we are forced to go partially or fully remote (due to localised lockdown or restrictions)

What are the DSL/Deputy DSL arrangements during lockdown?
- Safeguarding team will be available to contact during working hours (9am – 4pm, including Easter holidays) for both staff and students.
- Please make contact with the safeguarding team via email name.name@wyke.ac.uk
- The designated safeguarding lead or a deputy designated safeguarding lead will be on site when the College is open to students.
- CPOMS will still be in operation (remotely) and will be monitored during working hours (9am – 4pm).
- External agency information has been distributed to both staff and students and referrals will be made by the safeguarding team where appropriate (it is available at the end of this document.
- Students should be directed to emergency services via 101/999 for out of hour emergencies.

How do we continue to support our vulnerable students?
LAC (Looked after children) – Andy Dunne – LAC coordinator
- All students will have two formal points of contact per week. Once by the LAC coordinator and once by their Progress Tutor.
- The LAC coordinator will provide regular updates to the relevant local authority virtual schools.

EHCP (Education, Health Care Plan) – Julie Lynch – EHCP coordinator
- All students on an EHCP are allocated a member of the learning support team as a key worker. The key worker will make contact with each of the students twice per week.
- The EHCP coordinator will provide regular updates to the relevant local authority SEND team.

Name	Number	Role
Julie Lynch	07487548238	ALS Manager

Arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition

High Risk Students – (Currently being monitored by the safeguarding team)
- Currently monitored high risk students will be checked on by Rebecca Bolder once a week whilst they are not in College.
- This list will be updated within CPOMs should more students be identified as high risk.

Students who live independently (monitored by their Progress Tutor):
- These students are on a monitoring list their respective Progress Tutor will check in with them once a week.
- All concerns regarding this group of students will be communicated to the safeguarding team and logged in CPOMs.

Free School Meal/Bursary Students
- All students who are eligible for free school meals and the College bursary meals allowance will continue to receive their allocated allowance of £4 per day. This will be paid into their bank account weekly.
- Vulnerable bursary will continue to be paid in the current way.

All other students (Monitored by all staff)
Students will naturally be concerned and stressed about this situation. Please:
- Continue to reassure students.
- Provide clarity and information on the situation (where it is available).
- Direct students to the support material available.
- Contact the safeguarding team or your line manager is you require support.

How do we support students to be safe online when working remotely?
It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be referred to the safeguarding team and logged in CPOMs.

Online staff/student interaction should adhere to the following protocol:
- Stick to normal working hours where possible and be available only via platforms such as Microsoft Teams, College email or College approved social media accounts.
- Be clear with students about when you are available to support them. Contact students during usual college opening hours where possible. Do not contact students out of these hours as it will create false expectations.
- As well as the method of communication, ensure your communication style and language remain professional and similar to how they would in the workplace.
- If interacting by video, be aware of what is visible/audible in the background (e.g. avoid using bedrooms) and keep this as neutral as possible. Do not get drawn into discussions about your personal or family life.
- Do not store recorded videos of students on personal devices.
- Use College phones where possible. If you do not have access to one and need to make a telephone call from a personal phone, always ensure your contact details are hidden (e.g. dial 141 first).
- Only engage in video interactions when everyone involved is appropriately dressed.
- If you have concerns about the well-being of any students, refer immediately to the safeguarding team unless they are in immediate danger, in which case dial 999.]

Any staff member or student who has concerns relating to their online safety, or online interactions with both staff and students should report these directly to the Vice Principal and DSL (Chris Herring). This should include bullying and peer on peer abuse (please see the relevant section of the safeguarding policy for definitions.

Support is also available via the following external agencies:
- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Information, Advice and guidance is available to parents via the following websites:
[Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

A document has been sent to all parents informing them of the signs to look out for to safeguarding against radicalisation and the dark web.

Government has also provided:
- [support for parents and carers to keep children safe from online harm](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

Peer on Peer Abuse

The College recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy. The College will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Meet the Safeguarding Team

If you don't feel safe, or are worried about another student, our Safeguarding Team are here to help you.

Chris Herring
Vice Principal
Designated Safeguarding Lead
Ext 25

Rebecca Bolder
Safeguarding & Wellbeing Lead
Deputy Safeguarding Lead
Ext 22

Andy Dunne
Pastoral Director
Deputy Safeguarding Lead
Ext 24

Andrea Mason
Pastoral Director
Deputy Safeguarding Lead
Ext 21

Leigh Rudkin
Pastoral Lead
Deputy Safeguarding Lead
Ext 20

Katy Burgess
Pastoral Lead
Deputy Safeguarding Lead
Ext 20

Mark Lucid
Assistant Principal
Deputy Safeguarding Lead
Ext 20

Wyke
6ᵗʰ FORM COLLEGE

Safeguarding Policy - COVID-19 addendum – January 2021
Safeguarding during the national lockdown period

What should staff and volunteers do if they have any concerns about a student?

It is vital that staff act immediately on any safeguarding concerns.

3. Contact a member of the safeguarding team to discuss the concern.
4. Log the concern in CPOMS as soon as possible (by 4pm that working day at the latest).

What are the DSL/Deputy DSL arrangements during the lockdown?

- Safeguarding team will be available to contact during working hours (9am – 4pm, including Easter holidays) for both staff and students. Please see contact list.

Name	Number
Rebecca Bolder	07498378083
Chris Herring	07932807204

- CPOMS will still be in operation (remotely) and will be monitored during working hours (9am – 4pm).
- External agency information has been distributed to both staff and students and referrals will be made by the safeguarding team where appropriate (it is available at the end of this document).
- Students should be directed to emergency services via 101/999 for out of hour emergencies.

How do we continue to support our vulnerable students?

CLA (Children Looked After) – Andy Dunne (andy.dunne@wyke.ac.uk) – CLA coordinator

- Students can attend the site to access resources. all teaching and support will be delivered remotely and students attending the site will be monitored by non-teaching staff. This will be by invite only
- All students will have formal contact each week during lockdown.
- The LAC coordinator will provide updates to the relevant local authority virtual schools.

EHCP (Education, Health Care Plan) – Julie Lynch – EHCP coordinator

- Students with an EHCP can attend the site to access resources. all teaching will be delivered remotely and students attending the site will be monitored by non-teaching staff. We will endeavour to meet the individual needs of each student attending the site. This will be by invite only
- All students on an EHCP are allocated a member of the learning support team as a key worker. The key worker will contact students each week.
- The EHCP coordinator will provide weekly updates to the relevant local authority SEND team.

Name	Number	Role
Julie Lynch	07487548238	ALS Manager

Arrangements to support children the College are concerned about who do not meet the 'vulnerable' definition

High Risk Students – (Currently being monitored by the safeguarding team)
- Currently monitored high risk students will be checked on by Rebecca Bolder regularly.
- This list will be updated within CPOMs should more students be identified as high risk.

Students who live Independently (monitored by their Progress Tutor)
- These students are on a monitoring list and their respective Progress Tutor will check in with them regularly.
- All concerns regarding this group of students will be communicated to the safeguarding team and logged in CPOMs.

Free School Meal/Bursary Students
- All students who are eligible for free school meals or meals via the College bursary will continue to receive their allocated allowance of £4 per day. This will be paid into their bank account weekly.
- Vulnerable bursary will continue to be supported in the current way.

All other students (Monitored by all staff)

Students will naturally be concerned and stressed about this situation. Please:
- Continue to reassure students.
- Provide clarity and information on the situation (where it is available).
- Direct students to the support material available.
- Contact the safeguarding team or your line manager is you require support.

How do we support student mental health throughout the lockdown period?

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of pupils' work where they are at home.

Mental Health support is available via:

Wyke Well-being Support

- One to one counselling service
- One to one well-being support
- Group support sessions
- Self-help materials
- Well-being sessions
- Digital support service
- External agencies

Please email

wellbeing@wyke.ac.uk

How do we support students to be safe online when working remotely?

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be referred to the safeguarding team and logged in CPOMs.

Online staff/student interaction should adhere to the following protocol:

- Stick to normal working hours where possible and be available only via platforms such as Microsoft Teams, College email or College approved social media accounts.
- Be clear with students about when you are available to support them. Contact students during usual college opening hours where possible. Do not contact students out of these hours as it will create false expectations.
- As well as the method of communication, ensure your communication style and language remain professional and similar to how they would in the workplace.
- If interacting by video, be aware of what is visible/audible in the background (e.g. avoid using bedrooms) and keep this as neutral as possible. Do not get drawn into discussions about your personal or family life.
- Do not store recorded videos of students on personal devices.
- Use College phones where possible. If you do not have access to one and need to make a telephone call from a personal phone, always ensure your contact details are hidden (e.g. dial 141 first).
- Only engage in video interactions when everyone involved is appropriately dressed.
- If you have concerns about the well-being of any students, refer immediately to the safeguarding team unless they are in immediate danger, in which case dial 999.

Any staff member or student who has concerns relating to their online safety, or online interactions with both staff and students should report these directly to the Vice Principal and DSL (Chris Herring). This should include bullying and peer on peer abuse (please see the relevant section of the safeguarding policy for definitions).

Support is also available via the following external agencies:

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- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

What support is available from the local authorities?

Hull City Council.

Our council has today launched the **Hull Helpline** to support vulnerable residents impacted by the Coronavirus pandemic. The helpline is for those that have no other means of support within the community and have essential needs.

- Residents can register their need for support through an online form on the council's website **hull.gov.uk** or call the dedicated Hull Helpline number, 01482 300 307.
- **Discover more about Hull Helpline**

Please see the following pages for external agency support contacts.

External SUPPORT SERVICES

CAMHS Daytime Support
Monday to Friday 9am-5pm

Hull Contact Point
01482 303688
East Riding Contact Point
01482 303810
CAMHS team North Lincolnshire
01724 408460

CAMHS Out of Hours Support
Monday - Friday 5pm-9am
Weekends

CAMHS Crisis Team East Riding & Hull
01482 301701
CAMHS Access Team North Lincolnshire
01724 382015

*Access to support for a mental health crisis between 5pm-9am
and on weekends is based at your local A&E department.*

PAPYRUS HOPE LINE
Monday - Friday 9am-5pm
Weekends and Bank Holidays 2pm-10pm

Call **0800 068 4141**
Text **07786 209 697**
Email **pat@papyrus-uk.org**

SAMARITANS
Available 24/7

Freephone **116 123**
Email **jo@samaritans.org**

EQUALITY IMPACT ASSESSMENT

Policy, procedure, practice or strategy:	
Role responsible:	Date:
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	
	Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity. Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.
Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)? Please include any equality concerns expressed during consultation.	
Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?	
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.	