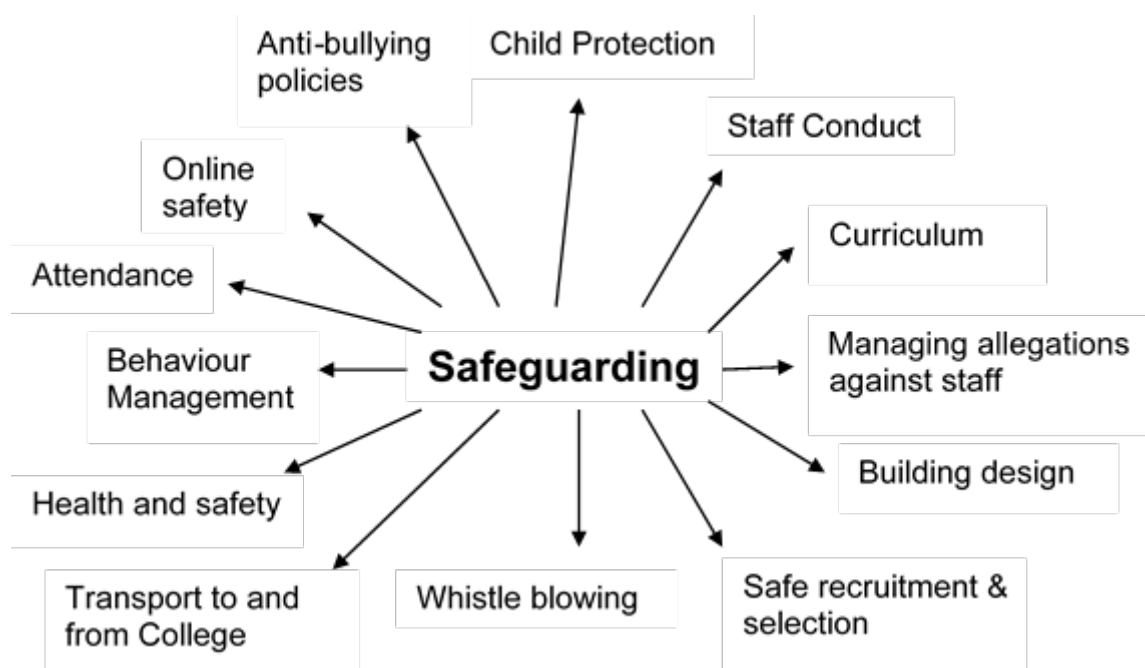


# Safeguarding Guidance

**2021 –2022**



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## **1. Out of hours emergency safeguarding contacts**

### **Life threatening situation:**

- Ring for an ambulance and/or contact the police on 999 or 101 non-emergency
- If you think a child, young person or vulnerable adult in Kirklees is being abused or mistreated or you have concerns about a child young person or vulnerable adult's well-being you should call and speak to someone at one of the following numbers:

|   |                     |   |
|---|---------------------|---|
| Kirklees Emergency Duty Service (outside office hours)  | Children & Adults   | 01484 414933  |
| NSPCC Helpline  | Children (Under 18) | 0808 800 5000<br>email <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a><br>text 88858 (free service)<br>or complete <a href="#">online form</a> |
| Kirklees Children's Services Duty and Advice Team (D&A) | Children (Under 18) | 01484 414960<br><a href="mailto:DutyAdvice.Admin@kirklees.gov.uk">DutyAdvice.Admin@kirklees.gov.uk</a>  |

### **The Emergency Duty Service**

The Emergency Duty Service is open:

- Weekdays 5.15pm to 8.45am (from 4.45pm on Fridays).
- Weekends and bank holidays, 24 hours a day.  
Telephone **01484 414933**

The Emergency Duty Team will deal with emergency referrals for Social Services support that cannot wait until normal office hours.

## **2. In hours emergency safeguarding contacts**

(Between 8.30am – 5pm)

Life threatening situation or emergency referrals which require an immediate response due to an individual suffering or at risk of suffering significant harm:

- Ring for an ambulance and/or contact the police on 999
  - Contact the Designated Safeguarding Lead (Assistant Principal Student Experience) or Deputy Designated Safeguarding Lead (Huddersfield or Dewsbury)
  - Senior Designated Person (SLT)

|  |  |                           |                           |
|--|--|---------------------------|---------------------------|
| Designated Safeguarding Lead                       | Polly Harrow<br><a href="mailto:pharrow@kirkleescollege.ac.uk">pharrow@kirkleescollege.ac.uk</a> | Room SLT WFQ              | 07850518700<br>Ext: 7765  |
| Deputy Designated Safeguarding Lead (Huddersfield) | Nathan Shaw<br><a href="mailto:nshaw@kirkleescollege.ac.uk">nshaw@kirkleescollege.ac.uk</a>      | Room Wellbeing Centre WFQ | 07969504415<br>Ext: 7372  |
| Deputy Designated Safeguarding Lead (Dewsbury)     | Rory Hillas<br><a href="mailto:rhillas@kirkleescollege.ac.uk">rhillas@kirkleescollege.ac.uk</a>  | Room 02.24 Springfield    | 07500104155.<br>Ext: 2409 |
| Designated Safeguarding Officer                    | Amie Fuller<br><a href="mailto:afuller@kirkleescollege.ac.uk">afuller@kirkleescollege.ac.uk</a>  | Room Wellbeing Centre WFQ | 07966794908<br>Ext: 7979  |
| Designated Safeguarding Officer                    | Megan Paskin<br><a href="mailto:mpaskin@kirkleescollege.ac.uk">mpaskin@kirkleescollege.ac.uk</a> | Room 02.24 Springfield    | 07816 539965<br>Ext: 2409 |

### Non-life threatening but serious incidents

Contact the Department Progress Coach and / or DSL / DDSL

In the unlikely event of not being able to contact any of the above ring one of the following;

- Police 101 and/or
- Duty & Advice 01484 414960

### **3. Emergency Services Call Outs**

The emergency services use postcodes to assess the exact location for any call outs that they receive.

If anyone has to call out the emergency services can you please make sure that the appropriate post code is used for individual sites. This should prevent any delays and avoid the emergency services wasting their valuable time.

College post codes are listed below for your information. It would be appreciated if you could keep this information on display in a suitable, convenient place.

Calls direct to the emergency services

9 – 999

| Centre                                  | Road Name           | Town         | Postcode | Tel Number  |
|---|---------------------|--------------|----------|-------------|
| Huddersfield Centre, Waterfront Quarter | Manchester Road     | Huddersfield | HD1 3LD  | 01484437000 |
| Springfield Centre                      | Bradford Road       | Dewsbury     | WF13 2BD | 01924465916 |
| Pioneer House                           | Halifax Road        | Dewsbury     | WF13 1BD | 01924465916 |
| Brunel House                            | Old Fieldhouse Road | Huddersfield | HD2 1AG  | 01484437141 |
| Engineering Centre                      | Turnbridge Road     | Huddersfield | HD1 6RA  | 01484437026 |
| Taylor Hill                             | Close Hill Lane     | Huddersfield | HD4 6LE  | 01484437184 |
| Hargate Hill Equestrian Centre          | Hargate Hill        | Glossop      | SK13 6JL | 01457865518 |

### **4 . Non emergency safeguarding contacts**

Situations that do not require an immediate or urgent response but where advice is required:

Contact your Department Progress Coach to support and advise your next steps  
FULL LIST OF MOBILE CONTACT NUMBERS AVAILABLE ON KC SHARE

Staff should monitor all safeguarding incidents/situations. Should further information become available about the safeguarding incident/situation whereby there may be a threat to life, or the individual is suffering or at risk of suffering significant harm, staff should immediately follow the guidance for emergency situations.

## **5. Safeguarding Code of Conduct for Staff**

This code of conduct provides guidance for adults working at Kirklees College (including staff, Governors, student teachers, volunteers and visitors) about acceptable and desirable conduct to protect both adults and students.

The aim is to help staff establish the safest possible learning and working environments to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

This guidance is based on the DCSF document '*Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings*', in which can be found useful examples of acceptable and unacceptable conduct. Staff should also be familiar with *Keeping Children Safe in Education*, September 2020.

### **Underpinning Principles**

All staff who work with young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with young people in ways that are both affirming and inspiring.

- All staff have a duty to keep students safe and to protect them from sexual, physical and emotional harm and neglect. Students have a right to be treated with respect and dignity.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work in an open and transparent way.
- Staff should report any actions which could be misinterpreted, and discuss any misunderstanding, accidents or threats, with their Line Manager or HR. Any incidents should be handled promptly and sensitively. Records should be kept of any such incidents, decisions made/further actions.
- Staff should know the names of the safeguarding team, be familiar with the college's safeguarding procedure and attend mandatory safeguarding training.
- All staff have a duty to report a concern for the wellbeing of a student, knowledge or a suspicion that a student is being abused or at risk of abuse and to ensure concerns, suspicions or allegations about staff members are reported to HR or the safeguarding team.
- Staff should be aware that any breaches of the law and College guidelines could result in criminal action or may result in an investigation under the College's Investigation Procedure.
- Staff should apply the same professional standards regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion / belief, sex (male / female) or sexual orientation.
- Staff should provide high standards of personal conduct and be a positive role model to students.

- Staff should report any concerns over the behaviour of another staff member to the HR department or Safeguarding Team and follow the college **Whistle blowing procedure** which ensures that staff can voice their concerns without repercussion.

## **Staff Code of Conduct**

Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document:

- Behave in a mature, respectful, safe, fair and considered manner. Do not use unprofessional comments including abusive language, degrading remarks or use inappropriate derogatory nicknames.
- Do not be sarcastic or make remarks or 'jokes' of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature towards a student.
- Do not use your position to intimidate, bully, humiliate, threaten, coerce, undermine or embarrass students.
- Do not discriminate favourably or unfavourably towards any student. For example: treating all students equally – never building 'special' relationships or conferring favour on particular students.
- Wear staff ID badges all times and ensure that visitors/ contractors are signed in and made aware of relevant procedures.
- If providing transport for students by agreement with line management, ensure there are two members of staff present in the car, business insurance is in place and adhere to college procedure.
- **Infatuations** - Deal with any situations sensitively, appropriately and professionally to maintain the dignity of the student. Be aware that these situations carry a high risk of misinterpretation, therefore record and report any incidents with your Line Manager and HR.
- **One to one situations** - Confidential meetings should be conducted in a room with visual access or with the door open or in an area frequented by people. Avoid meetings in remote or secluded areas, use open spaces eg the LRC or ask a colleague to sit in the room where you intend to hold the meeting. If a meeting could be confrontational or if the behaviour of a student escalates reschedule with Line Manager or end the meeting.
- **Communicating with students / social media** - Follow the College's Social Media Policy. Do not share any personal information with students; do not communicate with students via personal mobile, home telephone number, your home email address or personal blogs, websites and social networking sites.
- **Dress and appearance** - Adults should wear clothing that is appropriate for professional role, is not likely to be viewed as offensive, revealing, sexually provocative, does not distract or cause embarrassment and is not considered to be discriminatory or culturally sensitive.
- **Photography and videos** - Ensure students understand why any images are being taken and that they agree to the activity and that they are appropriately dressed. Be clear about what will happen to the images when the activity is concluded. Only use equipment provided or authorised by the organisation.
- **Use of control and physical intervention** – Physical interventions should only take place in emergency situations where absolutely necessary and carried out by security staff only. In all cases the incident and any subsequent actions must be documented and reported.



- **Access to inappropriate images and internet usage** - Follow the College's IT guidelines. Ensure that any films or materials shown to students are age appropriate. There are no circumstances which will justify the possession of indecent images of children.

There are some situations that are **never appropriate** while working with students:

- Drinking alcohol with a student
- Any illegal activity with a student
- Having any form of sexual relationship with a student. (It is a criminal offence for a person in a position of trust in an educational establishment to engage in any sexual activity with a person aged under 18, with whom a relationship of trust exists, irrespectively of age of consent.)
- Telling a student your home address, personal home telephone or mobile number.
- Allowing students to access you or become friends on personal social networking sites.
- Taking a student to your home or going to a student's home without prior agreement with your line manager.
- Taking a student in the car with you on your own. This does not matter if this is a college vehicle or your own or how old the student is. By doing this you are putting yourself at risk of a false allegation.
- Promising to keep information they disclose as confidential.
- Arranging to meet a student outside of working hours or on non-college business.
- Talking about a student in a public space or talking about a student's private business in front of other student(s) or staff.
- Engaging in any physical contact unless for the purpose of professional assistance such as first aid or personal care.
- Lending students money.

### **Whenever in doubt – ask the Safeguarding Team for advice**

If you are in doubt about any of these issues or you require further guidance, please discuss them with a member of the Safeguarding or HR team.

If a staff member feels that a safeguarding issue is not being dealt with appropriately, the staff member can raise their concerns to the Principal, Deputy Principal, Governor or directly to the Local Authorities Safeguarding Duty Team.

#### **Kirklees College Safeguarding Team**

- Polly Harrow: Designated Safeguarding Lead, X7765
- Rory Hillas: Deputy Designated Safeguarding Lead DC X 2409
- Nathan Shaw: Deputy Designated Safeguarding Lead HC X 7372
- Amie Fuller: Safeguarding Officer X7979
- Megan Paskin: Safeguarding Officer X2409

#### **Useful Documents**

##### **Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings**

Although now archived by the Government this document contains some very useful information for professionals.

## **6. All Staff Responsibilities and Duty of Care**

### **ALL STAFF HAVE A DUTY TO READ *Keeping Children Safe 2020 Section 1* (below)**

Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and young people from discrimination and avoidable harm

Staff should develop respectful, caring and professional relationships between themselves and young people. Staff behaviour should demonstrate integrity, maturity and good judgement. eg management of risk in external visits/residential visits.

(See: Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009)

The Children's Act 2004 makes it a duty of colleges to have a rolling programme of awareness training for all staff.

Training including on line, will be offered to all members of staff on a two-year rolling programme to make sure that they are aware of the procedures to be followed should they suspect a case of abuse. Specialist training will be provided for the designated members of staff and the designated governor with child and adult protection responsibilities.

All staff will be informed about the particular safeguarding risks for Looked After Children.

All new staff (including temporary and volunteers) will receive an induction to include safeguarding children, young people and vulnerable adults policies and procedures and a written code of conduct.

Learners will be given opportunities to learn about safeguarding e.g. awareness weeks, enrichment events, external links, tutorials and induction.

Information on the College's procedure for safeguarding will be communicated to parents/carers and is available for the wider community.

### **Supporting Staff**

We recognise that staff working in the College who have become involved with a young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL, HR Manager and/or their immediate line manager, and to seek further support as appropriate.

### **Keeping Children Safe In Education Section 1**

#### **What school and college staff should know and do**

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

2. Children includes everyone under the age of 18.

3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2020. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school and college staff

6. The Teachers' Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Such action might be taken under section 47 and section 44 of the Children Act 1989. Such action might be taken under section 17 of the Children Act 1989. 4 The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012. 6 7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for:

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In

exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care. Department for Education training materials on neglect.

16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in departmental advice about school attendance and statutory guidance about children who run away or go missing from home or care. What school and college staff should do if they have concerns about a child

17. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

18. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Also see:

Office of the Children's Rights Director

**Young Person's Guide to Working Together to Safeguard Children**

Sponsored by the Department for Education

## **7. Reporting Child Abuse**

### **Keeping children safe is everybody's business**

If you think a child in Kirklees is being abused or mistreated or you have concerns about a child's well-being you should call and speak to someone at one of the following numbers:

- **Kirklees Children's Services Duty and Advice Team (D&A) 01484 414960 or email: [DutyAdvice.Admin@kirklees.gov.uk](mailto:DutyAdvice.Admin@kirklees.gov.uk)**
- **Kirklees Emergency Duty Service 01484 414933 (outside office hours)**
- **NSPCC Helpline 0808 800 5000, email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) , text 88858 (free service), or complete [online form](#)**

All calls concerning worries about children are treated seriously. You will be asked where the child lives and who looks after the child. Enquires will be made immediately. If it is found that a child is being abused or is at risk of significant harm professionals will work together with the family to ensure that the child can be protected.

**If you are in any doubt about reporting your concerns don't think 'What if I'm wrong?', think 'What if I'm right?'.**

The \$#! Kids Say is a **short film** by the NSPCC, asking you to trust your instincts when you think things aren't quite as they should be. If you're worried about a child, need advice, or want to talk, **DON'T WAIT UNTIL YOU'RE CERTAIN**. Call Kirklees Duty and Advice Team on 01484 456 848 or the NSPCC on 0808 800 5000.

Our leaflet **Reporting child abuse in Kirklees** contains more information. The leaflet is available in **Urdu**, **Punjabi**, **Gujarati**, **Polish** and **Cantonese**.

## **8. Recognising Signs of Abuse**

### **a) What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, for example, via the internet. They may be abused by an adult or adults, or another child or children. Child abuse can have major long-term effects on all aspects of a child's health, development and well being. The main forms of maltreatment are:

#### **Physical Abuse**

Physical abuse is deliberately causing physical harm to a child. This might involve punching, kicking, biting, burning, scalding, shaking, throwing or beating with objects such

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as belts, whips, or sticks. It also includes poisoning, giving a child alcohol or illegal drugs, drowning or suffocation. Physical harm may also be caused when a parent or carer fabricates the symptoms of illness in a child. In pregnancy an unborn child can be harmed by domestic violence.

### **Emotional Abuse**

Emotional abuse is where repeated verbal threats, criticism, ridicule, shouting, lack of love and affection causes a severe adverse effect on a child's emotional development. It includes conveying to children that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. Emotional abuse may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature inappropriate expectations being imposed on a child, over protection and limitation of exploration and learning, or preventing the child from taking part in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of children, or it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may involve physical contact including penetrative sex, oral sex, masturbation, kissing, rubbing, or touching outside of clothing, or it may involve non-contact activities such as involving children in watching sexual activities, producing or looking at sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Abusers can be men, women or other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger. It also includes failure to ensure access to education or to look after a child because the carer is under the influence of alcohol or drugs. In pregnancy neglect may occur as a result of misusing alcohol or drugs.

## **b) Possible signs of abuse**

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

### **Signs of possible physical abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries

- Frozen watchfulness

### **Signs of possible sexual abuse**

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

### **Signs of possible emotional abuse**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

### **Signs of possible neglect**

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

## **c) Possible effects of abuse**

The sustained physical, emotional, sexual abuse or neglect of children can have major long-term effects on all aspects of their health, development and wellbeing. Children can grow up to feel worthless, unlovable, betrayed, powerless, confused, frightened and mistrustful of others. They might feel, wrongly, that the abuse is their fault.

### **Possible effects of physical abuse**

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

### **Possible effects of emotional abuse**

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in

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terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

### **Possible effects of sexual abuse**

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem have all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

### **Possible effects of neglect**

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

### **Further reading**

NICE (National Institute for Health and Care Excellence) has published an interactive guide for practitioners on their website:

### **NICE**

Government publications **What to do if you're worried a child is being abused** and **Working Together to Safeguard Children**

both contain further information for anyone whose work brings them into contact with children and families.

## **9. Safeguarding General Procedures**

The term 'safeguarding children and young people' includes both child protection and a preventative approach to keeping young people safe. This guidance encompasses all aspects of safeguarding including e-safety, bullying and harassment (in person or electronically), student health and safety, abuse, bullying, medical needs, radicalisation, drugs, substance and alcohol abuse, forced marriage, homelessness, violence and child sexual exploitation.

'Safeguarding and promoting the welfare of children' is defined as:

- Protection from abuse and neglect
- Ensuring safety and care
- Ensuring optimum life chances
- Promotion of health and development

The College extends these responsibilities to all students with learning difficulties, irrespective of age, if they are vulnerable to abuse as a result of their learning difficulty.

**This guidance is designed to advise staff on their duty to report concerns and on how to report concerns relating to the risk of harm to children, young people, and vulnerable adults.**



This guidance applies:

- If you have cause for concern that a member of college may be at risk of significant harm
- If a student discloses abuse to you
- If abuse is reported to you by a third person e.g. a friend or colleague

**What to do if a student discloses abuse or a member of staff has safeguarding concerns regarding a student**

- Acknowledge it and take it seriously.
- Stay calm.
- Believe the person.
- Listen patiently; try not to ask any probing questions.
- Let them take their time.
- Reassure them that they are doing the right thing in telling you
- Write down the details, using their own words as far as possible. If appropriate ask the student to write it down.
- Explain to the student that you may have a legal obligation to pass this information on, to protect both them and possibly other members of the family and the public.
- Refer the issue/incident to a designated Safeguarding member of staff i.e. a Progress Coach, Deputy Designated Safeguarding Lead, Assistant Principal Student Experience.
- The information must be treated with the strictest confidence – the 'need to know' principle must be employed. The safeguarding team has the responsibility to decide what further action should be taken
- Members of the safeguarding team can make referrals to external social care teams.

**Staff should not:**

- Make promises you cannot keep.
- Promise confidentiality.
- Appear shocked, horrified, disgusted or angry.
- Make comments or judgements, other than to show sympathy and concern.
- Ask leading questions.
- Give sweeping reassurances.
- Take the matter further yourself.
- Contact any other agencies other than those stated in the process flow charts.
- Give students money (refer to College hardship fund).
- Give your mobile number to students.

**Some simple steps that staff should follow are set out below.**

*Please note that these guidelines are designed to protect staff as well as students.*

*Transgressing professional boundaries can result in disciplinary action. Please adhere to these guidelines at all times.*

- All staff should be make sure they have read the College's Staff Code of Conduct, with particular reference to professional boundaries.
- Wherever risk is identified, avoid spending time unobserved with students unless it is in an agreed education setting.
- Workers and volunteers should watch out for each other. Are colleagues being drawn into situations which could be misinterpreted? How colleagues view each other's practice will be how outsiders view it including parents or carers.

- Be aware of any physical contact with students. Where necessary, for example, when there has been an accident ensure that you are treating the person for the injury. Do not continue with any additional contact wherever it is unnecessary.
- Do not have or be perceived to have favourites.
- Do not give lifts to students. There may be the rare occasion where, due to an emergency or exceptional circumstance, a student needs to be transported in a staff vehicle but please note that a risk assessment will be required with authorisation from your line manager or a relevant member of the safeguarding or health & safety team.
- In an emergency situation, where a student needs to be transported to a place of safety, the police or a taxi can be used.
- Where it has been authorised that you may transport a student/s in your car, you must ensure that your manager knows how long you will be and take a mobile telephone with you in case of unexpected delay. Ask the student/s to sit in the back. It is strongly advised that two members of staff are present.
- Do not invite or take a student to your home.
- Do not visit students in their home without a specific purpose and express permission of your line manager.
- Do not befriend students on your personal Facebook or other on line accounts.
- Do not use your personal mobile phone to contact students or allow students to contact you outside working (college) hours.
- Do not under any circumstances use any physical punishments or actions towards students including locking of classroom doors.
- Do not arrange meetings outside working hours unless agreed with your line manager and for an appropriate purpose. Do not develop social relationships with students. If you come into contact with a student in a social setting, maintain professional boundaries. Pay attention to your own behaviour in such a setting.
- Avoid buying goods or using services from students unless you are confident the activity is completely legitimate.
- Do not accept any money or gifts from students outside acceptable perimeters e.g. when a student leaves college or at Christmas.
- Do not give money or gifts to students including cigarettes.
- Do not lend money to students or borrow money from students. If you are in doubt as to whether a proposed action is consistent with safe conduct you should err on the side of caution and consult your line manager or safeguarding team.
- Do not discuss your personal life with students or express overt distress / anger in front of them. Do not promote your personal political views.
- Do not express thoughts or feelings towards a student which may be construed as embarrassing, humiliating, intimidating or threatening.
- Avoid over sympathising with students who disclose e.g. 'that happened to me' etc.
- Always refer on, do not get overly involved with any safeguarding issue – this will help to maintain the educational standards in the classroom and support the student in finding other safe spaces to talk through their troubles if they wish, away from the learning environment.

a) **HOW TO RESPOND IF A STUDENT DISCLOSES AN ALLEGED INCIDENT OF ABUSE**

**Listen carefully to what they say and how they say it**

|  |
|--|
| <b>Acknowledge it and take it seriously</b>  |
| <b>Allow the student to explain in their own words<br/>(Questions should be kept to a minimum)</b>   |
| <b>Do not offer false confidentiality<br/>Explain that this information may need to be passed on</b>   |
| <b>Empathise with their situation</b>  |
| <b>Reassure the student:</b> <ul style="list-style-type: none"> <li>• That it is ok that they told you</li> <li>• That they have done nothing wrong (remember it is not your role to offer specific advice or to investigate alleged abuse)</li> </ul> |
| <b>Tell them what you are going to do next</b>   |
| <b>Refer to appropriate member of the Safeguarding Team:</b><br><b>Designated Safeguarding Lead</b><br><b>Deputy Designated Safeguarding Leads (DC and HC)</b><br><b>Safeguarding Officer</b><br><b>Progress Coach</b>                                 |
| <b>Once you have notified the appropriate person please do not discuss the issue any further with the student or with any other member of staff or acquaintance. Feedback as to the outcome will be given to staff and student as appropriate.</b>     |

## **10 . Students taking time off during term time.**

It is a College requirement to report any student asking for authorised absence during term time of **5 days or more**. Such students must be referred to the Progress Coach or direct to Safeguarding. Safeguarding will then carry out relevant checks in line with safeguarding policy. Leave during term time for holiday purposes should not be authorised.

In the event of a student taking unauthorised leave during term time of 5 days or more, the curriculum staff should alert the Progress Coach and / or Safeguarding if they do not return when expected.

## **11 . Evening duty, trips, residentials**

If contact is required to help with a disclosure during the evening, emergency telephone numbers will be available for evening staff to use (see emergency contact numbers)

Refer to **Duty Manager Guide**.

If a disclosure is made on a trip or a residential a member of the Safeguarding team should be contacted during the day and the emergency numbers should be used out of hours (which staff should take with them on the trip).

The Safeguarding team will advise on what steps need to be taken and the outcome when known. Staff can also contact the Safeguarding team for additional support on any of the issues connected to the disclosure.

Curriculum managers and staff responsible for placements and work-based learning students need to obtain a copy of the relevant company's safeguarding policy to check that it follows similar principles and guidelines to Kirklees College.

## **12. Attendance at external meetings**

Sometimes curriculum staff are contacted by external agencies with requests for attendance at external meetings e.g. case reviews, LAC reviews, Child In Need, Child Protection Plan review.

Curriculum staff should refer any requests to the DDSL or Progress Coach.

Arrangements should be made for the attendance at external meetings by safeguarding staff where possible.

If it is appropriate and necessary for curriculum staff to attend, e.g. the meeting is not in teaching time, then permission from the relevant line manager should be sought.

When curriculum staff do attend external meetings, by agreement with their line manager, the Progress Coach / safeguarding team should be kept fully informed and notes from the meeting should be posted on Promonitor confidential pages.

## **13. Protocols for investigations**

When a safeguarding incident occurs and information is received about college students from a different curriculum area, this should NOT be investigated without referral to the DSL or DDSL, who will decide on the best way to proceed.

Any information received concerning students from other curriculum areas, college staff or college departments or from external sources should be referred to the DSL or DDSL for further action to be decided.

## **14. Guidance for Staff with Specific Safeguarding Duties**

How to Respond to a Disclosure, Suspicion or Allegation

### **DO:**

- Stay calm.
- Provide a listening ear and an open mind.
- Be reassuring, particularly that the individual is doing the right thing by telling you.
- Record the information you are provided with and report as quickly as possible to the DDSL or DSL who will decide what further action will need to be taken. This information is likely to be passed on to an external agency and should include a record of the time, date and persons present. This should be recorded on Promonitor under confidential comments.

Only ask questions which help to clarify the situation. Do not question any more than is strictly necessary. The law is very strict when it suspects a young person has been led, influenced or ideas have been suggested.

### **DON'T:**

- Promise to keep the information secret. Make it clear that you have a duty to refer the matter on.
- Stop the individual if they are freely recalling significant events.

- Make the individual tell anyone else. S/he may have to be formally interviewed later and it is important to minimise the number of times information is repeated.
- Make any suggestions to the individual about how the incident may have happened.
- Question the individual, except to clarify what they are saying.
- Discuss the information with anyone other than designated safeguarding staff e.g. Progress Coach, DDSL ( Huddersfield / Dewsbury) DSL or an appropriate external agency.

### **Recording Information**

Information that is passed on to Duty and Advice, Duty and Assessment, Social Services and other external agencies must be as helpful as possible. There is a necessity for making as detailed and accurate record as possible. This should contain:

- The nature of the incident
- A description of any visible injuries
- The young person's account
- Times, dates or other relevant information, eg in the case of sexual abuse of young persons, supply details of younger siblings (if known)
- A clear distinction between what is fact, hearsay and opinion

**If you have urgent concerns about the safety of a young person or vulnerable adult and there are no designated safeguarding staff available. contact Duty and Assessment or the police; these external agencies will be in a position to determine an appropriate course of action. (See emergency contact details, sections 2, 3 and 4)**

### **Making a Referral**

If you are concerned that a young person or vulnerable adult may be at risk or has disclosed that they are being harmed, you should contact the DSL or DDSL who will assess the concerns to determine whether an external referral to Duty and Advice or the police needs to take place, or can be addressed via the College's internal procedures. Where a referral is to be made externally, the appointed officer will report the matter to Social Services and/or to the police. The external agency will conduct their own investigation with regard to their policies and guidelines.

### **What You Should Do Next**

Concerns and allegations about abuse require very careful handling and should be treated with the strictest confidence. Any form of abuse can ultimately result in a criminal conviction. It is important to keep an open mind and that all allegations are kept in the strictest practical confidence. It is important you act on your concerns.

Once a referral is made the DSL or DDSL will undertake the following:

- Ensure that the young person is not in any immediate danger. Seek medical attention if they are suffering from a serious injury.
- The student will be asked to repeat the disclosure they have made. Every effort will be made to communicate with the student in a way that is appropriate to their age, understanding and preference. The student will be asked if there are younger children or vulnerable adults who might also be at risk. The safeguarding officer will avoid asking leading questions and will not attempt to investigate the allegations. A written account will be made of the disclosure and the student will be asked to sign it.

- If the student wishes to take the allegation forward they will be supported in contacting Social Services, the police and/or College Student Counsellors.
- When a student is not sure about taking the allegation forward, the safeguarding staff may discuss their concerns with the Social Services and/or the police so that an informed decision can be taken. In this instance the student will not be identified.
- Where practicable, concerns will also be discussed with a parent or guardian unless this may place the student at risk of harm. The student's views will also be taken into account.
- In the event of a decision to report, the safeguarding staff will inform the student of the proposed action and the reasons for the decision.
- All concerns, discussions, decisions made and reasons for those decisions will be recorded, in confidential pages on Promonitor where unauthorised persons cannot access them.
- There may be instances where more than one safeguarding member of staff will be involved in a particular case and will work collaboratively.
- Individual staff should never deal with abuse disclosures in isolation and should always refer to a DDSL or DSL. These are the only people who should make the decision whether or not to report suspected abuse to Social Services and/or the Police.

## **15. ON LINE SAFETY**

Technology is an integral part of the lives of young people in today's society. The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone both socially and educationally. In College we recognise this and encourage our students to use digital resources both in College and at home responsibly.

As part of our on-going commitment to the safeguarding and protection of our students, the College has a robust online safety policy, actively monitors the use of internet activity on our College network, supports the annual Safer Internet Day and throughout our PAD and curriculum programmes students cover different aspects of staying safe online and using technologies responsibly. Topics covered include protecting your online identity, the law relating to the sending and receiving of inappropriate images and the dangers of internet grooming.

The creation, downloading, distribution and copying of pornographic images of children are child abuse and are criminal offences. They are classed as gross misconduct and will lead to instant dismissal for staff and Behaviour Support process with possible exclusion for students.

If you become aware of the creation, downloading, distribution or copying of pornographic images of children: contact the DSL Assistant Principal Student Experience immediately, or a Deputy Designated Safeguarding Lead at Huddersfield or Dewsbury.

On line risks can be summarised under the following three headings. If you are concerned about any student with regard to e safety you must follow the college referral process set out in this guidance.

### Content

- Exposure to age-inappropriate material
- Exposure to inaccurate or misleading information
- Exposure to socially unacceptable material, such as that inciting violence, hate or intolerance including extremism and radicalisation
- Exposure to illegal material, such as images of child abuse
- Illegal Downloading of copyrighted materials e.g. music and films

### Contact

- Grooming using communication technologies, potentially leading to sexual assault and/or child prostitution
- Bullying via websites, mobile phones or other forms of communication device

### Commerce

- Exposure of minors to inappropriate commercial advertising
- Exposure to online gambling services
- Commercial and financial scams

## **Staying safe online – some simple tips**

Above all else, we want all students to be safe and secure in college. The internet is an incredibly useful resource, but you need to know that online actions can have offline consequences you might not want or expect. *Please* follow these simple guidelines and stay safe:

- Never post a picture of yourself, or of a friend, online that you would not be happy to let everyone see. Never post addresses or phone numbers.
- Don't respond to unexpected e-mails and delete them, especially any asking for bank account details or card numbers. No real bank ever asks for these by e-mail.
- If you use social networking sites, keep your user settings private, so that only your real friends can get in. Click below for Facebook advice:  
<http://en-gb.facebook.com/help/325807937506242/>
- Make sure you really know who is on your friends list, or who is asking to friend you. Be suspicious of any unexpected requests to become your friend.
- If anything happens online that really makes you worried or feel unsafe, most websites have a button to report abuse, for example, Twitter:



- Online bullying is not acceptable – threats and abuse should be reported in the same way as if you were being bullied verbally.

- If in doubt about anything, ask a member of college staff for advice. The college has policies in place to keep its students safe and secure
- This website has some really useful information on staying safe online:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

For further information about online safety issues and advice on how to deal with them we recommend the following websites:

<https://www.internetmatters.org/>

<https://www.commonsensemedia.org/>

<https://www.thinkuknow.co.uk/parents/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/advice-centre/parents-and-carers>

<http://www.childnet.com/resources/know-it-all-for-parents>

To report an online safety concern at home to the Police

<https://www.ceop.police.uk/Safety-Centre/>

Also see: Kirklees College IT User Policy

## **Sharing nudes and semi-nudes: how to respond to an incident**

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies.

### **What do we mean by sharing nudes and semi-nudes?**

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

### **What to do if an incident comes to your attention**

**Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.**



- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.<sup>1</sup>
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

For further information Download the full guidance, *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (UKCIS, 2020) at [www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](http://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people).

## **16. INVESTIGATING ALLEGATIONS OF CHILD PORNOGRAPHY**

A brief guide for staff who may be called upon to investigate allegations of child pornography on any computers within the College.

Staff should be aware of the Legal guidelines that have been set out by The Crown Prosecution Service. This is to protect members of staff from any potential compromising situation, and to ensure that any subsequent Police investigation is not inadvertently jeopardised.

The Crown Prosecution Service have published an official document Memorandum of Understanding Between Crown Prosecution Service (CPS) and the Association of Chief Police Officers (ACPO) concerning Section 46 Sexual Offences Act 2003) which clarifies the position of professionals involved in such tasks. This document outlines how the activities of staff will be assessed to confirm that they are acting legitimately to combat the creation and distribution of images of child abuse, and not as cover for any other activities. The taking or making of an indecent photograph of a child is a Criminal offence under The Protection of Children Act 1978. Section 1(1) a and carries a maximum penalty of 10 years' imprisonment. 'Making' includes not only the process of downloading an image from the Internet, but also knowingly creating an electronic copy of this file. To be an offence such 'making' must be a deliberate and intentional act, with the knowledge that the image made was, or was likely to be, an indecent photograph or pseudo-photograph of a child.

The basic rule is to NEVER make a copy during the course of any investigation and only ever view such material as a very last resort. The CPS do however recognize that situations do arise where individuals (for example a person to whom the accidental find is reported) knowingly 'make' another copy of the photograph or pseudo-photograph in order that it will be reported to the correct authorities.

The CPS have stated that 'it is highly unlikely that it would be in the public interest to embark on a prosecution' providing that an individual can prove that a copy was made for the purposes of the prevention, detection or investigation of crime, or for the purposes of criminal proceedings.

In order to reassure staff that they will have protection from any subsequent criminal proceedings, which could lead from an internal investigation, the following has been created as a defence to the charge of making:

*The Sexual Offences Act 2003 includes at section 46 an amendment to the 1978 Act created as a defence to the charge of "making". A defence is available where a person 'making' such a photograph or pseudo-photograph can prove that it was necessary to do so for the purposes of the prevention, detection or investigation of crime or for the purposes of criminal proceedings*

#### Basic Rules

1. Accidental discovery of what may be perceived as an indecent photograph of a child it is the police that should be investigating such material, and as soon as it seems likely that an indecent photograph of a child has been found the Lead DSO and Head of IT Services should be contacted immediately. They will then contact the police. The Head of IT should then switch off the PC and remove it to a designated secure place pending investigation.

2. Allegations that an indecent photograph of a child exists on College IT equipment

The only situation involving child pornography that need not be reported immediately to the police is where there is an allegation that a member of the College has been accessing such material.

Unfortunately there have been cases where such allegations have been made falsely and maliciously. If there is doubt over such an allegation then the designated staff will need to perform the minimum of investigations necessary to verify it.

#### Guidelines for Preliminary Investigation

If an allegation of child pornography is made contact the Lead DSO, a DSO or the Senior DSL. They have the necessary authority to order an investigation.

Do not start an investigation and especially do not investigate an allegation on your own. An authorised team will investigate all allegations.

The following rules must be adhered to:

All investigations should be recorded in writing, with every click and URL recorded.

Two staff should be present during all such investigations: both should then sign and date every sheet of the record of the investigation. The result of the investigation should be reported to the senior member who authorised it.

As soon as evidence of child pornography are found STOP. Report to the Police immediately.

Do not show the material to anybody other than to the investigation lead. It may compromise you and your colleagues and may jeopardise any subsequent police investigation.

Do not take copies of the material. Taking a backup copy of an image file as evidence is likely to constitute 'making' and not just possession of child pornography and carries a maximum penalty of 10 years.

Often checking a list of URLs visited will be sufficient to confirm suspicions, so actually visiting sites should be regarded as an absolute last resort. If it is necessary to visit a suspect web site then they should be viewed with a text-only browser, or at least with all image downloads turned off. The text or filenames of a site will often indicate the nature of the content.

To view a normal Internet Explorer site with the images turned off, seek guidance from Head of IT.

Procedure after indecent images are found on a College device

1. Immediately close the file. Do not copy it.
2. Remove the machine to a secure area.
3. Report the discovery to the Lead DSO, DSO and Head of IT.
4. Do not send copies to anyone, including Human Resources.
5. Have audit trail in place of dates / times / actions.
6. Consider counselling staff if they have view offending material

**Please note that if a student under the age of 18 takes explicit images of themselves they can be charged with committing a criminal offence of creating child pornography.**

## **17. GUIDANCE FOR ALLEGATIONS AGAINST STAFF**

The statutory guidance in *Keeping Children Safe in Education* will be followed in relation to allegations against staff.

If allegations are made against a member of staff the DSL, Assistant Principal Student Experience, will inform the Director of HR. The matter will be investigated in accordance with the Staff Disciplinary procedure and depending on the severity of the allegations, outside agencies may be informed. Following the investigation, the formal disciplinary procedure may be invoked. The member of staff may be suspended pending a full investigation.

If allegations are made which do not involve a student at the College, the staff member must inform the DSL, Assistant Principal Student Experience, who will collate information to report to the Director of HR. The matter will be investigated in accordance with the Staff Disciplinary procedure and depending on the severity of the allegations, outside agencies may be informed. Following the investigation the formal disciplinary procedure may be invoked. The member of staff may be suspended pending a full investigation.

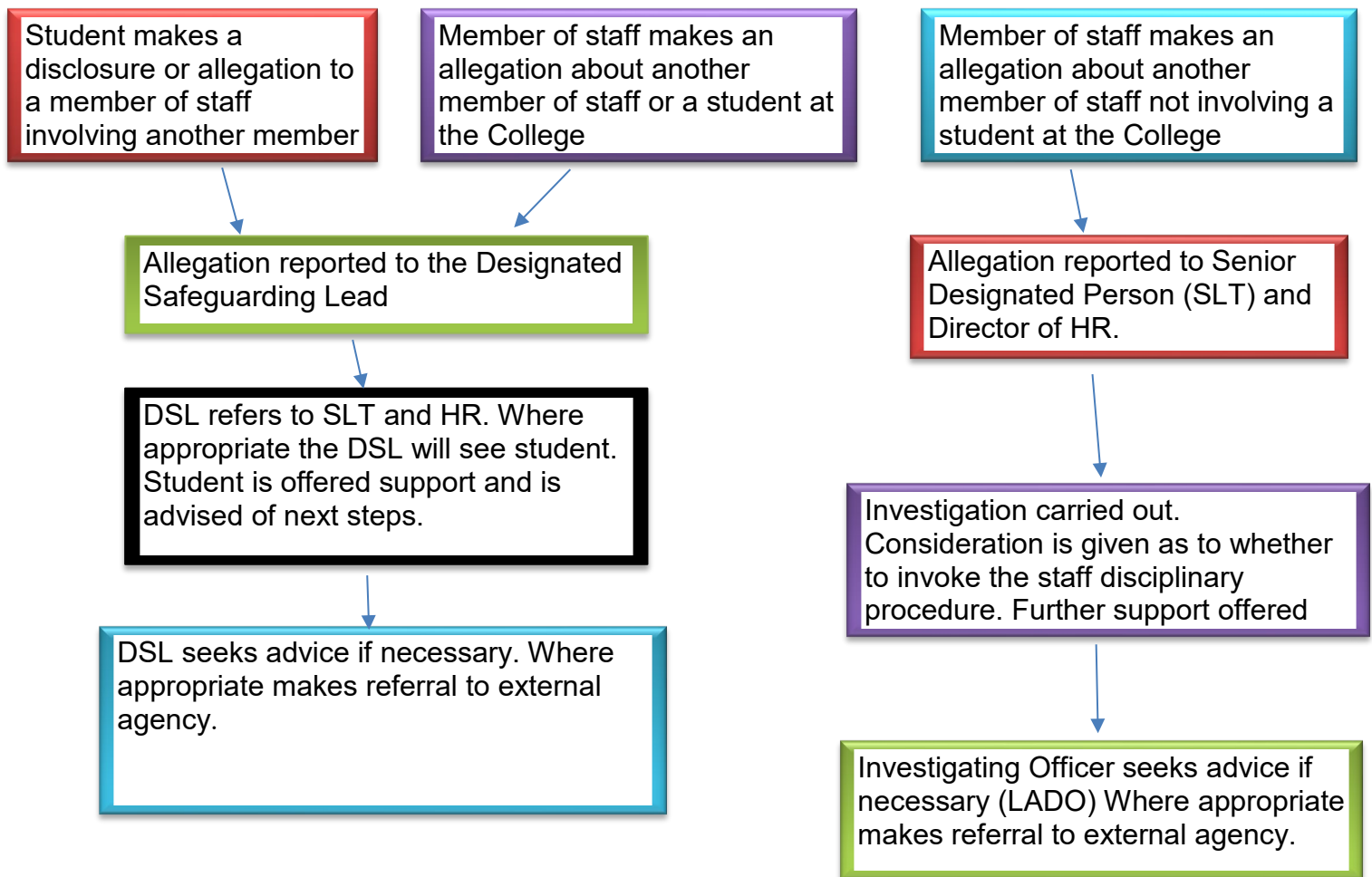
The following definitions will be used following any investigation:

- Substantiated: there is sufficient evidence to prove the allegation.
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: there is sufficient evidence to disprove the allegation.
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation, the term, therefore, does not imply guilt or innocence.

Depending on the outcome of an investigation and any appropriate disciplinary action, an appropriate referral to the Disclosure and Barring Service will be made. Referrals to the Disclosure and Barring Service will also be made should a resignation take place during the investigatory phase or prior to a formal disciplinary hearing. 'Settle Agreements' will not be appropriate in these circumstances.

Members of staff involved in allegations will have a designated contact at the College who will either be a senior manager or a member of the HR team. If the employee has a grievance this should be pursued in accordance with the College Grievance Procedure.

## **18. PROCEDURE FOR DEALING WITH ALLEGATIONS AGAINST STAFF**



## **19. Removing a student to a place of safety.**

If a student discloses domestic violence / abuse, or threat of forced marriage, or 'lock down' (not permitted to leave home or movements severely restricted, not permitted to use internet / mobile, passport and other ID confiscated at home) and declares that they would like to be taken to a place of safety you need to:

Report immediately to your Progress Coach or directly to DDSL / DSL.

Appropriate external agencies will be contacted.

Arrangements will be made to remove the student from college to the safe place (this might be local or out of area depending on the wishes of the student and availability of rooms)

The police or a taxi service should be used to transport a student in this situation.

The student may be removed on the same day or within a very short period of time after disclosure depending on the urgency of the case.

The student should not return to the domestic residence to collect belongings in cases of high risk. This can be done at a later time under police escort.

**UNDER NO CIRCUMSTANCES SHOULD THE STUDENT'S FAMILY / CARERS BE CONTACTED.**

The DDSL or DSL will inform the police of the situation.

If a child is involved, the DSL or DDSL will contact the relevant school to discuss arrangements. If an allegation of abuse is made against a child then the DSL or DDSL will contact Duty & Advice.

The police will then respond accordingly to any reports of the student as a missing person.

If the family members / carers contact the college they should be referred to the DDSL or DSL.

The DDSL or DSL will inform Security as appropriate to each case.

No information should be shared with the caller about whether the student is or is not attending college.

In some cases the student will be withdrawn from college, e.g. when the only safe house available is out of area.

In some cases the student will remain on course. In these situations the DDL or DSL will ensure appropriate measures are in place to maximise the safety of the student entering and leaving college.

Financial support should be sought for students remaining on course having been removed to a place of safety.

## **20. Useful Definitions**

The policy recognises the following definitions with regard to the individual:

- (i) Student  
The term 'student' for this policy covers all students of the College including apprentices and any other work place learners who study at main site or at any of the outreach and community centres. The policy also covers those students who are on placement as part of their course. In addition it also covers school links students, students on placement, students visiting the College or on tasters.
- (ii) Child

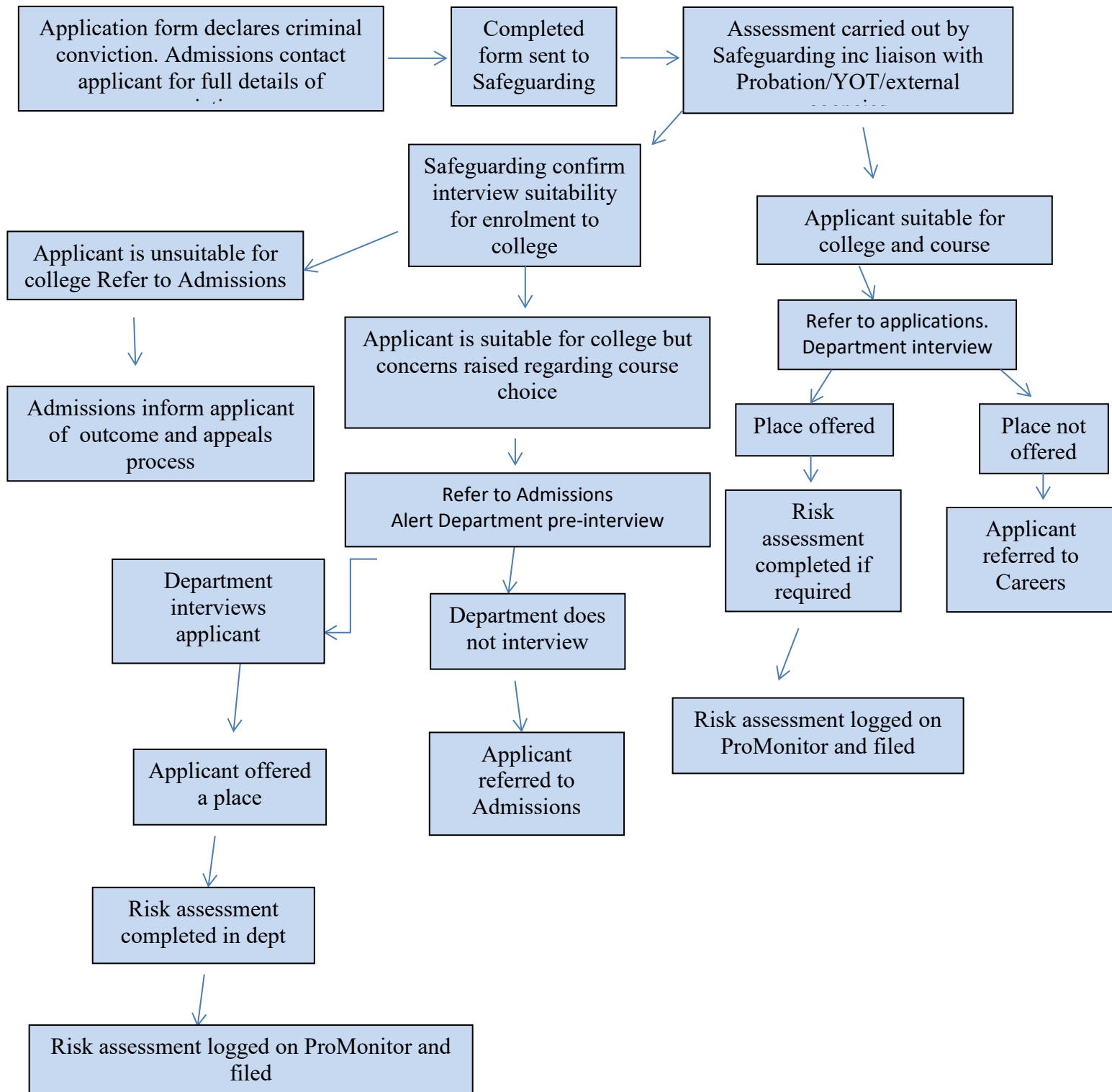
In accordance with the Children Act 1989, and therefore in accordance with law, the College shall regard any young person below the age of 18 as a child. Young people aged 18 and over may in some circumstances be regarded as vulnerable and may therefore fall within the remit of the Act.

- (iii) **Vulnerable Adult**  
May be in need of community care services by reason of mental or other disability, age or illness and who is, or may be unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation. Vulnerability can apply to a wide range of disabilities and situations including those adults at risk owing to their caring role or family responsibilities.
- (iv) **Other Vulnerable Adult**  
This is any student displaying signs of significant stress or trauma who may be in need of support.
- (v) **Senior Designated Person (SDP)**  
The Senior Leader responsible and accountable for the formulation, implementation and monitoring of the Safeguarding policy and strategy and the duties outlined in Appendix 3 of the Safeguarding Children and Safer Recruitment in Education DfES 2006.
- (vi) **Designated Safeguarding Lead (DSL)**  
The Manager responsible for all contacts and referrals to Social Services/Police or other organisations using the Common Assessment referral process.
- (vii) **Deputy Designated Safeguarding Leads (DDSL)**  
The Co-ordinators of safeguarding procedures across all college sites, one Dewsbury based one Huddersfield based, deputising for DSL.
- (viii) **The Cross College Safeguarding Team**  
Progress Coaches act as the college's safeguarding advisors and have responsibility for a safeguarding role within the department(s) they are allocated to. They work closely with the DSCs to ensure that safeguarding procedures are dealt followed appropriately. Their main role is to:
  - To act as an initial source of support, advice and guidance when staff or students have a concern about possible risk or harm.
  - To refer cases of suspected abuse or allegations to the DSC or DSL.
  - To liaise with the DSC/ DSL regarding on-going investigations where necessary.
  - To liaise with external agencies in the absence of/ or advised by the DSC/DSL.
  - To refresh training regularly and when significant changes are made to policy/legislation.
  - To support the delivery of the staff awareness-raising programme, ensuring staff in their faculty or service is aware of the policy and procedure and their operation.
  - To keep detailed, accurate, secure and written records of any concerns raised and their outcomes if known.

**ALL STAFF SHOULD ENSURE STUDENTS KNOW WHO THEIR PROGRESS COACH IS AND WHERE TO GO TO GET HELP**

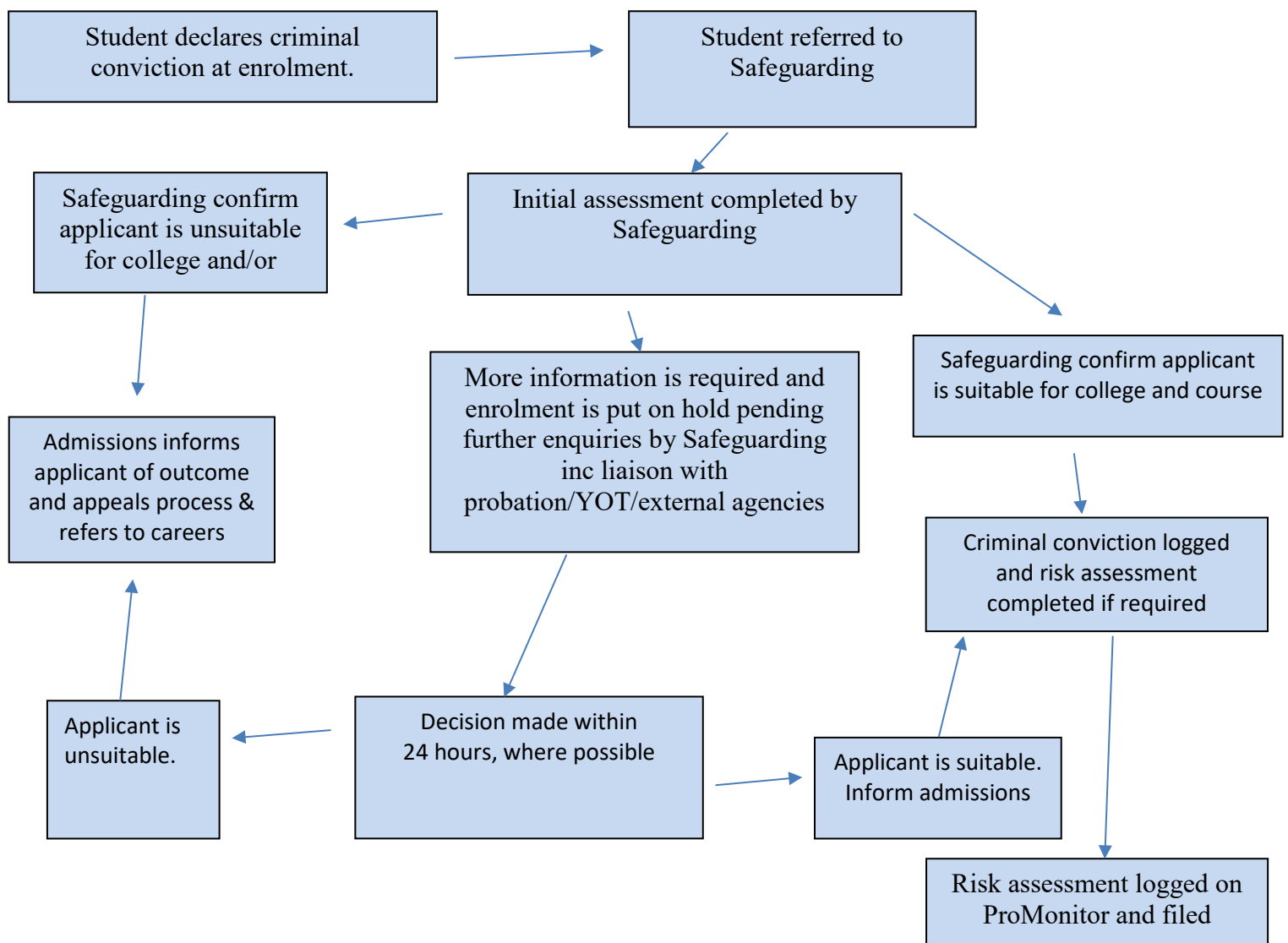
## 21. Assessing Criminal Convictions at application

The process for dealing with students who have declared a criminal conviction at application stage :



## 22. Assessing Criminal Convictions at enrolment

The process for dealing with students who have declared a criminal conviction at enrolment stage:



## 23. Criminal Convictions: Student Declaration

Please don't worry but we do need to know if:

- You have a criminal conviction
- You have been arrested under investigation
- You have a court case pending
- You have received a Harassment Order



- **You have received a Harassment Warning \**  
If any of the above applies to you please take a token from this box and you will be directed to the right place where we will talk to you in private.

### **Telling us does not mean you can't enrol!**

- Anyone who applies to Kirklees College is required to declare any unspent criminal convictions.
- Failure to disclose unspent criminal convictions may lead to withdrawal from the course.
- All information will be treated in the strictest confidence.

Having a criminal record does not necessarily prevent you from enrolling at College. We will make a decision based on the course you have chosen and the offence committed. Kirklees College is committed to the rehabilitation of offenders and supports their right to access education providing that there is no compromise to the College's safeguarding duty.

### *Why do we ask for this information?*

Declaring an unspent criminal conviction is an essential part of the application process. We will consider:

1. How we can provide the best opportunity for you to access the appropriate course
2. How we will uphold our legal duty to ensure we maintain a safe and secure environment for all Kirklees College staff and students.

### *Definitions*

**Criminal Conviction** means you have been found guilty in court of an offence.

Relevant convictions you need to declare are:

1. Offences of a violent and / or sexual nature
2. Offences involving the unlawful supply of controlled drugs or substances

**Spent or Unspent:** Convictions sometimes become 'spent' after a period of time. 'Spent' convictions do not need to be declared but will be included in an enhanced DBS check. (Check if your course requires an enhanced DBS as your convictions may influence your choice of study programme. Please note that some convictions are never 'spent'.)

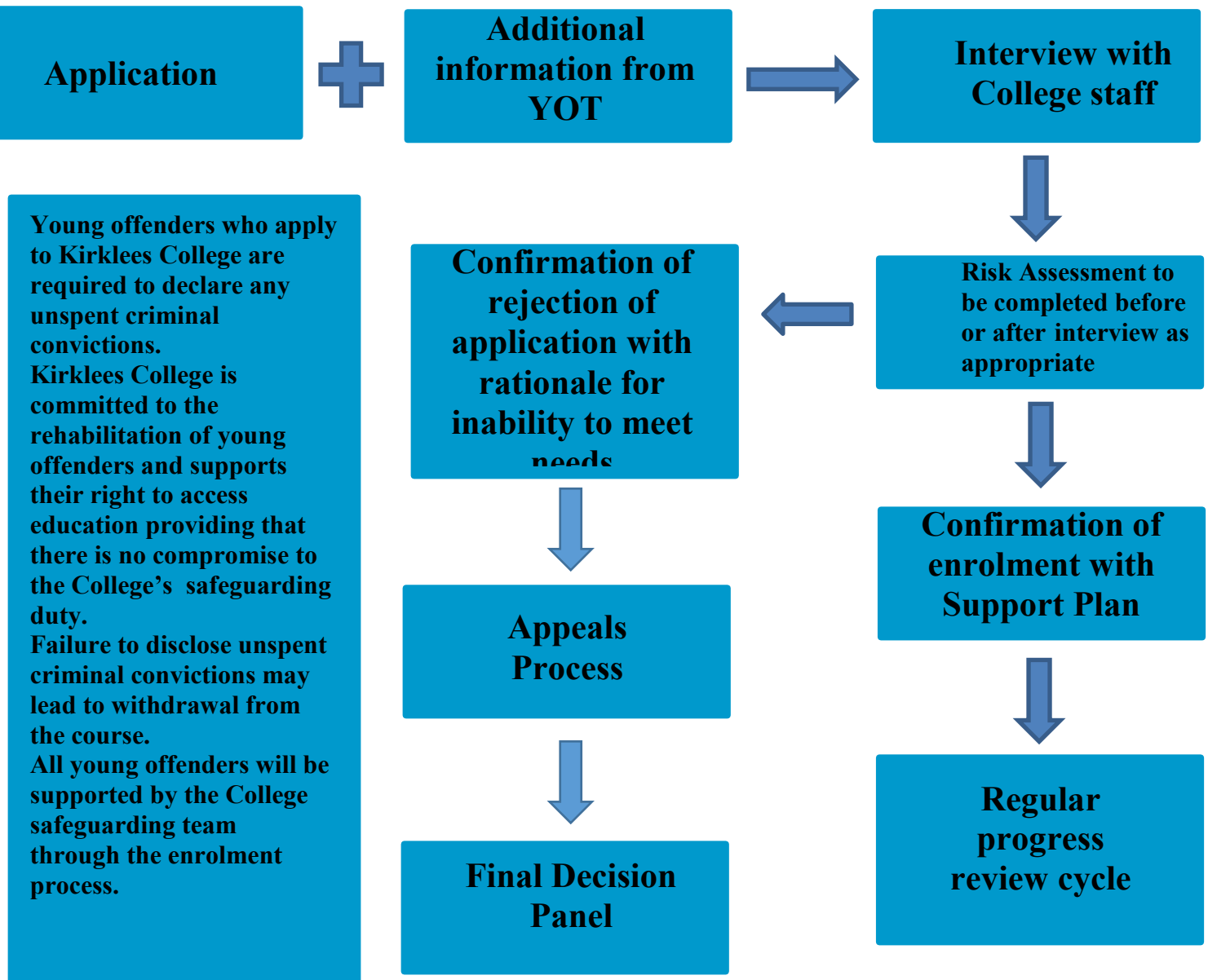
If you are currently involved in a criminal investigation or are arrested for an alleged criminal offence whilst studying at college, you aren't obliged to disclose this. However, we advise you to disclose this to the college so appropriate and effective support can be discussed and arranged. Inform your Progress Coach or find a member of the Safeguarding Team.

If the College considers that a period of rehabilitation needs to be completed prior to enrolment at College we will discuss that with you.

Turn over for more information on 'unspent' convictions.

| <b>Sentence</b>  | <b>Spent - Under 18</b> | <b>Spent - Over 18</b> |
|--|-------------------------|------------------------|
| Prison – 4 years and over  | Never                   | Never                  |
| Prison term of more than 30 months and less than, or equal to 4 years.             | Sentence plus 3.5 years | Sentence plus 7 years  |
| Prison term of more than 6 months and less than or equal to 30 months              | Sentence plus 2 years   | Sentence plus 4 years  |
| Prison term of 6 months or less  | Sentence plus 18 months | Sentence plus 2 years  |
| Removal from Her Majesty's Service   | 6 Months                | 1 Year                 |
| Community Order  | 6 Months                | 1 Year                 |
| Youth Rehabilitation Order   | 6 Months                | NA                     |
| Fine   | 6 Months                | 1 Year                 |
| Compensation Order   | Once paid in full       | Once paid in full      |
| Conditional discharge, binding over, Care Order, Supervision Order, Referral Order | End of the order        | End of the order       |
| Absolute discharge   | Immediately             | Immediately            |
| Conditional cautions   | Once condition ends     | Once conditions ends   |
| Caution, warning, reprimand  | None                    | None                   |

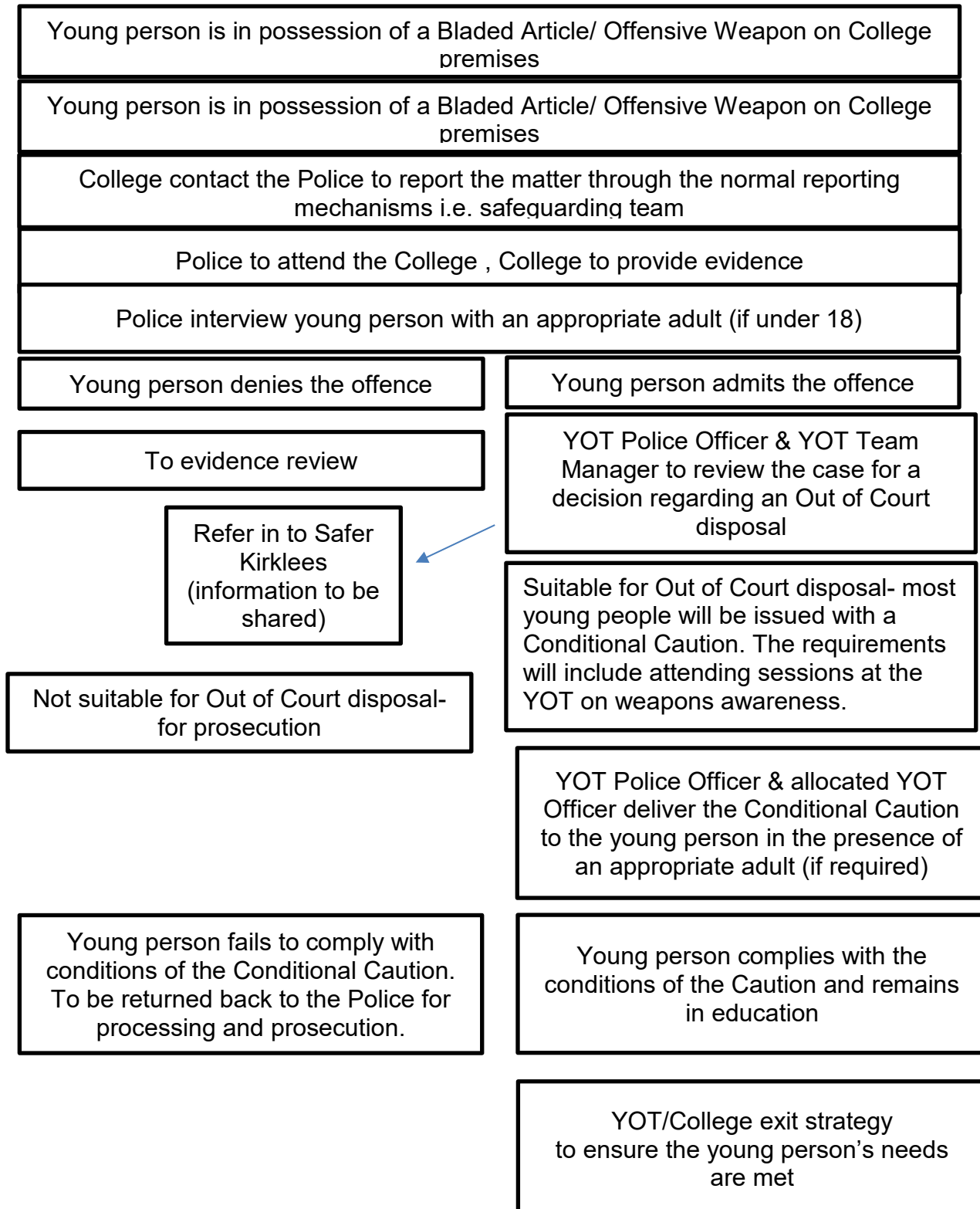
## 24. Process for Applications Form for Young Offenders



**Any further information received after the risk assessment has been completed will instigate a review of the risk assessment and may lead to a revised outcome.**

## **25. Procedures for Possession of Bladed Article/Offensive Weapon For Young People in Education**

\*It is proposed that a letter will be sent by all Head teachers and Principals in Kirklees informing pupils, students and parents/ guardians that offences involving a bladed article/ offensive weapon will be reported to the Police and could lead to prosecution\*



## **26. Stop and Search Guidance**

### **Student Search Procedures**

#### **1. Introduction**

- The Education Act 1996 gives the Principal, and staff authorised by the Principal, the power to search students for any prohibited items when there is reasonable grounds for suspicion that a student is in possession of such an item.
- The Principal and Senior Leadership Team (SLT) place the highest priority on the creation and maintenance of a safe and secure environment for all students and staff. To this end, SLT adopts a '**zero tolerance**' policy in relation to prohibited items listed below.
- The purpose of this guidance is to outline where, when and by whom a student may be searched
- This guidance helps to mitigate risk by identifying authorised personnel and identifying the procedure to be followed.

#### **2. Definitions**

- An offensive weapon is anything made, adapted or intended for use as a weapon.
- There is absolutely no situation in which the possession of such articles will be considered safe and acceptable unless they are being used in the course of a supervised lesson or by other authorised personnel during the course of their work.
- Prohibited items identified by the College are:
  - Knives or weapons
  - Illegal Drugs
  - Alcohol
  - Fireworks
  - Pornographic images
  - Stolen items
  - Nitrous gas
  - Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury

#### **3. Scope**

- This guidance applies to all students at Kirklees College
- College can require students to undergo screening by a walk through or hand held metal detector, arch or wand without suspicion of possession of a weapon and without the consent of students.
- Kirklees College has made the decision that should a student not consent to be searched when asked, then the student can be asked to leave the premises. This must not be authorised without parental /carer notification. This absence would be marked as 'unauthorised' on the class register.
- Only '**with consent**' searches will be carried out by members of College staff. Formal written consent is not required.

- Kirklees College staff can seize any prohibited item found as a result of a search. They can also seize any item found which is considered harmful or detrimental to the College community.
- The police may be contacted as a result of a search being carried out or in the event of a student refusing to give consent for a search when there is suspicion of wrongful activity.

#### **4. Responsibilities and Conditions**

- Staff who undertake a search according to the law and who follow their employer's guidelines are protected by the law.
- Only staff designated and trained in stopping and searching techniques will be authorised by the Principal to carry out these procedures.
- Two members of staff must be present during a search of a student. The person conducting the search must be of the same gender as the student being searched, however the member of staff acting as a witness may be of either gender.
- The person conducting the search may not require the student to remove any item of clothing other than 'outer clothing' i.e. hat, shoes, boots, gloves, coats and scarves.
- The power to search covers only the removal of outer clothing and searching of pockets; intimate searches can only be carried out by the police.
- Searches of lockers and desks can also be carried out with consent. Without consent, only the prohibited items listed above can be searched for.
- Section 91 of the Education and Inspections Act 2006 states that appropriate staff can confiscate, retain and / or dispose of student property as a disciplinary penalty where it is reasonable to do so.
- Where any article can be used as a weapon, this must be passed to the police, as with drugs, stolen items and child or extreme pornography. Drugs can be disposed of by appropriate staff if there is a good reason to do so.
- Staff must have a 'good reason' for deciding not to deliver drugs or stolen items to the police; e.g. the item is worthless (pencil case) as opposed to an I pod or laptop.
- None of the prohibited items listed above, if found, should be returned to the student.
- There is no legal requirement for parents / carers to be informed that a search has been carried out, but where prohibited items are found it is advisable to do so. Parental / carer consent is not required prior to a search being carried out.
- Appropriate staff may examine data or files on an electronic device if there is a good reason to do so. Data may also be erased before a piece of electronic equipment is returned to the owner.
- Staff acting as a witness to a search do not have to be trained in stopping and searching techniques.
- If a search is required during an offsite educational trip or visit, staff should call the police to carry out the search if a trained member of staff is not available.

Please note: carrying out a search with a student with particular Special Educational Needs might require support from a further adult with expertise on the student's needs or, where particular religious or cultural sensitivities might apply, an adult with knowledge of those aspects might help.

#### **4. Related Documents**

## **27. DRUGS, ALCOHOL AND SUBSTANCE MISUSE PROCEDURE -STUDENTS**

### 1. Introduction:

This procedure details the actions for staff to follow in the event they have cause to identify a student under the influence of drugs, alcohol or any other substance or found to be in possession of any such substance. The procedure also sets out the support to be offered to any student who admits to an alcohol or substance problem and who is seeking help.

### 2 Scope:

This procedure applies to any student of the college, both full and part-time.

### 3 Definition:

It is an offence under Section 8 of the Misuse of Drugs Act 1971 for the management of establishments to knowingly permit the supply or production of any illegal drugs on their premises. It is also an offence to allow premises to be used for the smoking of cannabis or other drugs. The college has a policy of no tolerance towards the misuse of substances. Where the document refers to drugs, this includes alcohol, illegal drugs, medicines, new psychoactive substances (“legal highs”) and volatile substances, unless otherwise specified.

This procedure reflects the Government Drugs Strategy 2010 and the Department of Education and ACPO Drug Advice for Education 2012, and

The Misuse of Drugs Act (1971)

The Medicines Act (1968)

List of the most commonly encountered drugs currently controlled under the misuse of drugs legislation in the UK (updated May 2016)

The Psychoactive Substances Act (2016)

The Misuse of Drugs Act 1971

A drug is any substance taken into the body which alters the way in which the mind or body function. This procedure refers to all controlled drugs listed under the Misuse of Drugs Act (1968) (Revised 1971, 1993 and 2005) and includes all three categories (A, B and C). This procedure also applies to alcohol.

This procedure sets out the college’s approach to drug education and how the college will respond to drug related incidents within the responsibilities of the college.

#### 3.1 The college operates a zero tolerance to:

- Selling or buying of illegal drugs
- Possession of illegal drugs
- Use of illegal drugs
- Solvent misuse
- Alcohol misuse
- Behaviour in breach of the College Code of Conduct as a result of the use of legal or illegal substances.

Where a student is taking a prescription drug please refer to 'Supporting Learners with the Storage and/or Administration of Medication' procedure.

3.2 This procedure applies to all of the following people when they are on the college premises: students, parents/carers and visitors. Breaches of this procedure by any of those mentioned will be dealt with in accordance with the student Positive Behaviour Policy. This procedure also applies to students when off-site when the staff act in loco parentis, this includes all educational visits, including those abroad.

Although the college is not responsible for students travelling to and from college we will work with parents and / or other agencies should any problems be identified. It also affects the use of college premises after normal college hours. Organisers of any after college events should be made aware of the procedure and their responsibility to implement it.

#### 4 Dealing With Drug-Related Incidents

4.1 Staff should be aware that if they (a) fail to take action in a drug-related incident or (b) allow drug use to continue on college premises, they could contravene the Misuse of Drugs Act 1971. It should be noted that if the preservation of a confidence (a) enables criminal offences to be committed, or (b) results in serious harm to the student's health and welfare, criminal proceedings could ensue.

4.2 If a student is under the influence of a drug (including misuse of medicines) Seek First Aid then refer to section 5 below. If a student discloses their own drug use or a parent/carer is concerned about their son/daughter's drug use, then refer to the safeguarding team for further advice. A referral to The Base or Lifeline or other external agency may be made, or for adult students, a recommendation to visit their GP may be made.

#### 5 Unauthorised Substances

5.1 No substances are to be brought onto the college premises unless authorised by the appropriate Curriculum AP /HoF and DSL / DDSL, or Head of Security / Health & Safety, or through the agreed protocol for the use of medicines on the college premises. This includes alcohol, tobacco, volatile substances and medicines (This list is not exhaustive, other substances may be included at the discretion of the appropriate HoF). This applies to anybody using the building regardless of age or whether they are students or visitors of the college.

5.2 Students found in contravention of this section of the college procedure, on college premises, will be dealt with in the following way:

- Parents (for students 14-18) will be contacted by the relevant member of staff e.g. DSL / DDSL / PC/ SPL / HoF. Parents' support will be sought in stressing to the student how the use of unauthorised substances in college is a serious breach of college rules.
- The Positive Behaviour Policy will be followed. The level of disciplinary will depend upon various factors evidenced in an investigation such as the age of the student, the circumstances of the incident, whether it is a student's first offence and whether it affected other students.



- Any drug substances and associated paraphernalia found in a student's possession in college will be confiscated. They will be placed in a labelled envelope and kept securely to hand to police if necessary or disposed of appropriately.
- The parents / carers of any student assessed as being under the influence of drugs or alcohol should be called to collect their son/daughter from college. Should they or any other responsible adult not be available to do this a decision should be made as to whether the student is safe to make their own way home (post 16 only, pre-16 students must be collected). This decision will be made by safeguarding / first aid / duty manager / health & safety / AP or HoF.
- If it is deemed a risk to the welfare of the student to be sent home independently, then the student should be supervised within college (first aid / health & wellbeing) until such times as the risk is removed or, in severe cases, the student should be sent to hospital.

## 6 What to do in the event of finding a drug/unauthorised substance or suspected illegal substance

- 6.1 Take possession of the drug/substance and inform Security and /or member of the Safeguarding team or Health & Safety team and the Duty Manager.
- 6.2 In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery. Staff should not attempt to analyse or taste any found substance.
- 6.3 The package should be signed by the person who discovered it and stored in a secure place by Security.
- 6.4 Police may be contacted and arrangements should be made to hand the package over to them following guidance from Safeguarding team.
- 6.5 In the event of discovering a hypodermic needle the incident should be recorded and the following procedure should be followed in order to protect all persons:

### EXTREME CARE SHOULD BE TAKEN

- Do NOT attempt to pick up the needle
- Cover the needle with a bucket or other container
- If possible, cordon off the area to make it safe

Inform the Security and /or member of the Safeguarding team or Health & Safety team and the Duty Manager.

- Health and Safety Adviser will contact Environmental Health.

If it is considered impractical to leave the needle where it is found, a trained member of staff, using the appropriate personal protective equipment, may remove the needle from the area. This will usually be a member of the Health & Safety team.

## 7 What to do in the event of finding or suspecting a student is in possession of a drug

- 7.1 Refer to Security and the Duty Manager. Security can request that the student hand over the article(s), to turn out pockets or bags, but cannot demand that this happens. The student has to agree.

If the student refuses to allow a search to take place, or to voluntarily empty their pockets / bags and there is clear evidence or strong suspicion of possession, then the police may be called to carry out a search. It should be noted that:

- Security can search college property, ie cupboards and lockers without permission.
- Staff including Security should not search students or personal possessions without consent.
- However, *The Apprenticeships, Skills, Children and Learning Act 2009 (Part 11)*

states:

‘The Act will extend the powers schools and colleges currently have to search for weapons to cover alcohol, drugs and stolen items.’

Any such searches would be carried out by the Security Team who are trained to search and screen. A female would search females and male search males or the relevant gendered staff member would be present.

- 7.2 If possession is taken of the substance/paraphernalia, the procedure should be followed as above.

## 8 Procedures for dealing with a student suspected to be under the influence of a drug or substance

- 8.1 Refer to college First Aid policy – following suggestion given for guidance only.

- 8.2 Stay calm, place student in a quiet area. Do not leave them unsupervised; seek medical advice from a First Aider. If the student is drowsy or unconscious place them in the recovery position, loosen tight clothing and attempt to establish what the person has taken. Any suspected substances should travel with person if removed for treatment. Vomit should be safely collected where possible and also taken with the person (for analysis).

- 8.3 Students should then be sent home following guidelines in 5.2 above or to hospital if this is deemed necessary by the first aider.

- 8.4 If the student is an adult then an assessment should be done to ascertain if they are safe to travel alone or if a relative needs to be called.

- 8.5 Whenever dealing with an incident involving any substance, an incident form must be completed immediately and actions followed up and sent to Health and Safety.

## 9 Follow-up Support

- 9.1 The college seeks to provide a caring and supportive environment. Students in need of help or support with drug or alcohol related problems are encouraged to request it. Such help is confidential and is available through the following:

- Progress Coach Team /College Counsellor/ Safeguarding Team/ Student Wellbeing.

9.2 On return to college, or as part of the Positive Behaviour procedure, the student will meet with the progress Coach and member of Safeguarding or Wellbeing Team and a support package will be agreed. This may involve referring the student for support from The Base, Lifeline or other outside agencies or counselling.

9.3 Where a member of curriculum staff including the Progress Coach has concerns about substance misuse within a group the Progress Coach and CTL will arrange for an external representative to speak to the students

## **28. Prevent Strategy**

### **Preventing violent and non-violent extremism and radicalisation**

#### **Strategy Summary**

Our commitment to meeting the Prevent Duty can be summarised as follows:

- P** – Promotion of Equality and Diversity and positive relationships between staff and students
- R** – Referral of any concerns via Safeguarding staff to relevant authorities
- E** – Embedding British Values and education for students on all courses
- V** – Vetting guest speakers and removal of any posters or other materials of an extremist nature
- E** – Environment – a safe and secure site with CCTV, sufficient security procedures and online filters
- N** – News monitoring for any concerns in the locality
- T** – Training of staff to raise awareness of the signs and risks

#### **Who does this strategy apply to?**

The Prevent strategy applies to everyone working at or attending the College. It confers responsibilities on all governors, College staff, students, agency staff and volunteers, contractors, visitors, consultants and those working under self-employed arrangements.

#### **Strategy Statement**

The aim of the Prevent strategy is to create and maintain a safe, healthy and supportive learning and working environment for our students, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students. We further recognise that if we fail to challenge extremist views we are failing to protect our students from potential harm. As such the Prevent agenda will be addressed as a safeguarding concern.

Kirklees College has adopted the Prevent Duty in accordance with legislative requirements. However, we will endeavour to incorporate the relevant duties so as not to:

- (a) Stifle legitimate discussions, debate or student engagement activities in the local community; or
- (b) Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.

#### **Why do we need this strategy?**

##### **Background information**

Prevent is one of 4 strands of the Government's counter terrorism strategy – CONTEST. The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. Therefore early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity.

Prevent happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.

The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including Further Education Colleges, and seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health.

The Government has created a system of 'threat level' which represents the likelihood of a terrorist attack in the near future. The current threat level from international terrorism in the UK is severe, which means that a terrorist attack is highly likely.

Our Prevent strategy has five key objectives:

1. To promote and reinforce shared values, including British Values<sup>1</sup>; to create space for free and open debate; and to listen and support the learner voice.
2. To breakdown segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding; and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure student safety and that the College is free from bullying, harassment and discrimination.
4. To provide support for students who may be at risk of radicalisation, and appropriate sources of advice and guidance.
5. To ensure that students and staff are aware of their roles and responsibilities in preventing violent and non-violent extremism.

## Definitions

The following are commonly agreed definitions within the Prevent agenda:

- An **ideology** is a set of beliefs.
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- **Terrorism** is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.
- **Extremism** is vocal or active opposition to fundamental **British Values**, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.

<sup>1</sup> British Values are detailed within the Prevent Duty and include democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.

## **29. Guidance for a cross college approach to British Values**

*At Kirklees College we will actively challenge students, parents, staff, governors and external visitors expressing opinions contrary to fundamental British values, including extremist views.*

### **1. British Values in action @ KC**

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those of different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours that are contrary to fundamental British values. It is not necessary for organisations or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for organisations or individuals to promote discrimination against people or groups on the basis of their belief, opinion or background.

- a) Democracy** – the belief in freedom and equality between people, in which power is held by elected representatives or directly by the people themselves.

All people are involved in decision-making, typically by voting to elect representatives to speak on their behalf.

It includes:

1. A political system for choosing and replacing the government through free and fair elections
2. The active participation of the people, as citizens, in politics and civic life
3. Protection of the human rights of all citizens
4. A rule of law, in which the laws and procedures apply equally to all citizens.

Students have many opportunities for their voices to be heard. Student reps are selected from each course group during PAD sessions. Student voice council, consisting of student reps from all curriculum areas, meet regularly to discuss issues raised during student voice meetings. Students also have the opportunity to provide valuable feedback via induction, learner satisfaction and end-of-year surveys. Students are encouraged to register for voting in the UK.

- b) Rule of law** – the principle that all people, organisations and the elected government are subject to and accountable to law that is fairly applied and enforced.

The rule of law protects individual citizens and is essential for their wellbeing and safety. For example, the freedom to choose and hold a religion or a philosophical belief is protected in law.

- c) Individual liberty** – the right to act, believe and express oneself in a manner of one's own choosing, free from unjust or undue control, coercion or violence of others, including the government. The concept of individual freedom is central to the ideal of a free society.

Within college, students are actively encouraged to make choices knowing they are in a safe and supportive environment. As a college, we educate and provide boundaries for students to make safe choices through the provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms. Students have many education and career opportunities to explore their passion and aspirations.

- d) Mutual Respect and tolerance** – Each person, as a human being, has the inherent right to be treated with dignity and respect without regard to ability, age, gender, faith, heritage, race, sexual orientation disability or any other aspect of identity or personal circumstance. Tolerance includes the acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Mutual respect is at the heart of all KC values. Students learn that their behaviour has an effect on themselves and on the rights of others. All members of the college community are expected to treat each other with respect. Staff and governors are expected to be good role models at all times. KC college community has a wide range of diversity, which we celebrate in many different ways. KC actively promotes acceptance and tolerance of faiths and beliefs. The curriculum design and the PAD Programme are planned to address this issue directly. KC has planned activities promoting equality and diversity to celebrate a variety of faiths, events and cultures. Our Student Voice campaigns and teaching resources reinforce this key message. Another key way that we show tolerance of others is reflected in how the students work and socialise positively with each other.

**Mutual respect and tolerance involves everyone all actively working together to create a work and learning environment free from discrimination and harassment**

### **1. Leadership and Values will**

create and maintain a College ethos that upholds core values of shared responsibility and wellbeing for all students, staff and visitors whilst promoting respect, equality and diversity and understanding.

This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation.
- Building staff and student understanding of the issues and confidence to deal with them through mandatory staff training, specialist tutorials, awareness campaigns and community engagement activities.
- Deepening engagement with local communities and faith groups.
- Actively working with the Kirklees Prevent groups which include representation from Police, Local Authorities, Health, Education, Probation, and Fire & Rescue services.

### **2. Teaching and Learning will**



provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of students by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum.
- Promoting wider skills development such as social and emotional aspects of learning.
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights.
- Teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
- Use of external programmes or groups to support learning while ensuring that the input supports College goals and values.
- Encouraging active citizenship and learner voice.

### **3. Student Support will**

ensure that staff take preventative and responsive steps, working with partner professionals, families and communities.

This will be achieved through:

- Strong, effective and responsive student support services.
- Developing strong community links and being aware of what is happening in the locality, including within the College's own community.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Recognising factors that may increase risk to a student, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies.
- Ensuring that students and staff know how to access support in College and/or via community partners.
- Supporting students with problem solving and repair of harm.
- Supporting 'at risk' students through safeguarding and crime prevention processes
- Focusing on narrowing the attainment gap between the different groups of students.
- Working collaboratively to promote support for students across all areas of the College, including those students in off-site provision.

## **30. Prevent Duty**

### **Roles and responsibilities**

Whilst this is a standalone strategy, it is integral to our Safeguarding Policy and should be applied as an extension to the College's current and established safeguarding procedures.

### **The Board of the Corporation**

All Board Members have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty. Additionally, the Board must ensure that:

- all College staff have undertaken training in the Prevent Duty;
- all College staff are aware of when it is appropriate to refer concerns about students, learners or colleagues to the Safeguarding Officer;
- all College staff exemplify British Values into their values;
- policies and procedures to implement the Prevent Duty are in place and acted on where appropriate.

### **Prevent Lead for the College**

The Assistant Principal Student Experience is the Prevent Lead (Single Point of Contact) and Designated Safeguarding Lead, with responsibility for ensuring that our Prevent Strategy is implemented across the College and that any concerns are shared with the relevant organisations, in order to minimise the risk of our students becoming involved with terrorism.

### **College Safeguarding and Prevent Board**

The Deputy Principal is the senior lead for Prevent and safeguarding and sits on the Silver Prevent Group.

The College Principal sits on the Gold Prevent Group.

The Safeguarding Working Group meets termly and any concerns raised under the Prevent agenda or changes to the Duty that affect the College are discussed within this group.

### **All Staff**

All staff at the College have a responsibility to:

- create and support an ethos that upholds the College's mission, vision and values including British Values, to create an environment of respect, equality and diversity and inclusion;
- attend Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns;
- report any concerns around extremism or radicalisation via the safeguarding reporting channels;
- report and remove any literature displayed around the College that could cause offense or promote extremist views;
- support the development of staff and student understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials;
- participate in engagement with local communities, schools and external

organisations as appropriate.

### **a) Managing Risks and Responding to Events**

The College will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following:

#### **Preventing Radicalisation**

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging ideologies that support terrorism and those who promote it;
- protecting vulnerable individuals from being drawn into extremism through appropriate advice and support;
- supporting sectors and institutions where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have 'due regards to the need to Prevent People from being drawn into terrorism'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

Templates are available to support you with assessing your compliance with the Prevent Duty and to help you identify the risk within your school/ placement. These can be accessed via One Hub or by contacting the Kirklees Prevent Hub.

### **b) Prevent in Kirklees**

The Kirklees Prevent Strategy tackles all forms of extremism and contributes towards the delivery of the "Protecting people from serious harm" theme within the Kirklees Community Safety Partnership Plan. The Kirklees Prevent Hub which is overseen by the Prevent Coordinator, is a partnership approach between West Yorkshire Police and Kirklees Council is your main point of contact for Prevent enquiries and concerns across Kirklees.

### **c) Channel and raising concerns**

Channel is a multi-agency safeguarding program run in every local authority in England and Wales. It works to support vulnerable people from being drawn into extremism and provides a range of support such as mentoring, counselling and assistance with education, employment and training. Channel focuses on early intervention to protect vulnerable people from being radicalised.

The role of the Kirklees Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into extremism based on an assessment of their vulnerability.

The Kirklees Channel panel is chaired by Jo Richmond, Head of Safe and Cohesive Communities and meetings are held on a monthly basis.

The panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police.

Channel may be appropriate for anyone who is vulnerable to radicalisation or being drawn into any form of extremism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.

Referrals made to Channel should contain concerns based on a person's vulnerability to radicalisation and should not be because of the person's faith or ethnic origin. Ideally, the person considering making the referral will be the designated safeguarding officer for their school/ placement and have a good understanding of safeguarding and Prevent.

### **Kirklees Prevent Referral Pathway Training and support**

The Kirklees Prevent Hub offer training to organisations, community groups, education establishments and front line staff who engage with children, young people and individuals or groups who may be susceptible to being radicalised or drawn into extremist narratives.

This includes projects and resources that can be delivered as part of alternative curriculum days or embedded within the curriculum for students and young people across a number of key stages.

For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website [www.kirklees.gov.uk/prevent](http://www.kirklees.gov.uk/prevent) or contact the hub via 01924 483747/ Anycomms "Prevent Referral" or

[PreventReferrals@kirklees.gov.uk](mailto:PreventReferrals@kirklees.gov.uk)

- Understanding the nature of threat from violent extremism and how this may impact directly and indirectly on the College.
- Identifying, understanding and managing potential risks within the College from external influences.
- Responding appropriately to events reported via local, national or international news that may impact on students and communities.
- Ensuring plans are in place to minimise the potential for acts of violent or non-violent extremism within the College.
- Ensuring measures are in place to respond appropriately to a threat or incident within the College.
- Continuously developing effective ICT security and responsible user policies.
- Ensuring compliance with related policies.

## **31 . Prevent Duty Guide for staff**

The Prevent Context:

The Counter-Terrorism and Security Act 2015 places an explicit duty on FE institutions to have “due regard to the need to prevent people from being drawn into terrorism”.

The Prevent Strategy is part of the overall 2011 Counter-Terrorism Strategy, CONTEST.

CONTEST includes:

- Pursue: to stop terrorist attacks
- Prevent: to stop people becoming terrorists or supporting terrorism
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

The Prevent Strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate support
- Work with sectors and institutions where there are risks of radicalisation (such as education)

The government have defined extremism in the Prevent strategy as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in this definition is calls for the death of members of the armed forces”.

Prevent addresses all forms of terrorism but prioritises these according to the threat they pose to our national security. Currently, the highest threat comes from Al-Qaida and Daesh associated terrorist organisations in Syria and Iraq. The Prevent strategy also focuses on some aspects of non-violent extremism that create an environment conducive to terrorism and can popularise views which terrorist exploit.

The Prevent Duty in brief:

### **PARTNERSHIP**

We are expected to:

Have active engagement with multi agency partners including the Police and local authority Prevent Co-ordinators.

Have Safeguarding arrangements which ensure sharing of information across the College, with a single point of contact for operational delivery of Prevent related activities.

### **RISK ASSESSMENT**

We are expected to:

Have clear and visible policies in place covering staff, students, learning and infrastructure (use of premises), capable of identifying where students or staff may be at risk of being drawn into terrorism.

Ensure our risk assessment process addresses the physical management of the institution’s estate, including policies and procedures for events held by staff, students or visitors and relationships with external bodies and community groups who may use premises and/or work in partnership with the College.

Ensure when the College subcontracts delivery of courses, there are robust procedures in place to ensure this does not lead to inadvertently funding extremist organisations.

## **AWARENESS**

We are expected to:

Ensure that staff and students understand the risks of radicalization and extremism.

Put British Values at the core of our work and uphold and promote those values.

Have a clear referral process for concerns which staff and students understand.

## **SPEAKERS AND EVENTS**

We are expected to:

Have policies and procedures in place for the management of events held on College premises.

Have a system for assessing and rating risks associated with any planned events.

## **SAFETY ONLINE**

We are expected to:

Ensure all policies relating to the use of IT contain specific reference to the Prevent duty.

Have effective monitoring processes in place for identifying any on line behaviours which may cause concern.

## **STAFF TRAINING**

We are expected to:

Ensure that all staff have an awareness and understanding of the prevent duty.

Ensure that all staff have an awareness and understanding of the signs of potential / active radicalisation.

Ensure that all staff understand their individual responsibilities to refer any concerns.

## **STUDENT AWARENESS**

We are expected to:

Create an environment where all students are and feel safe.

Promote awareness and understanding of the risks of radicalisation to students including all vulnerable groups.

Promote British values across all student groups.

Follow the Notice Check Share procedure with any student/s there are concerns about.

## **IDENTIFYING THE RISKS**

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal and political grievances.

## **REFERRALS**

ALWAYS REFER even if you are unsure. Often, it is small pieces of information that help us build a picture of an individual's vulnerability. Never promise confidentiality as it is likely you will have to (legally) share the information.

Refer to:

The College Safeguarding Team

Outside of College hours, if you feel the concern needs immediate attention, please contact the Police on 101 or 999 if it is an emergency.

## **LOCAL CHANNEL ARRANGEMENTS**

Each Local Authority now has a legal duty to provide arrangements which support people who are identified as being at risk of becoming radicalised. The Channel Panel is a legally constituted multi agency panel which assesses, monitors and ensures support for individuals who are at risk within Kirklees. Kirklees is currently a 'priority area' for Prevent

### **Who needs to understand Prevent and how will they know about it?**

Prevent training for all College staff, students and governors is mandatory and will be delivered by the following methods:

|   |   |
|---|---|
| Students  | Strategy available on the College website. Prevent awareness included in student induction sessions and in the Student Handbook. Information about Prevent delivered through mandatory tutorials and resources, and via attendance at and participation in Prevent and British Values related student activities. |
| Board of Governors and Executive Management Team  | Governors undertake mandatory training and receive updates; table regular discussions at Board meetings and in Exec meetings; national and local Prevent leads to attend meetings/discussions as appropriate; an annual briefing and report will be delivered outlining relevant changes to                       |
| College Managers                                  | Receive mandatory training and updates; included in meetings and bulletins.   |
| All teaching staff                                | Receive mandatory training and updates; briefings by Heads of Curriculum; 'All Staff' e-mails; visits to team meetings by Prevent leads if  |
| Business Support staff who interact with students | Briefing by line managers; copies of the policy to be distributed, undertake mandatory training and updates.  |

In addition:

- All new members of staff will receive Prevent training as part of their induction programme.
- All agency staff, volunteers and contractors will be provided with appropriate training / updates regarding changes to the Prevent agenda.
- A Prevent section on the College intranet will provide relevant and up to date information, advice and guidance for staff

### **32. Safeguarding and the Prevent Duty for Employers**

All Further Education providers have a duty to safeguard their students, which includes all work-based learners.

Prevent is about keeping our students safe from radicalisation and extremism. The Prevent Duty is not about stopping young people from having political and religious views and concerns, but about supporting them to think critically, act within the law and be open to positive discussion.

College has a statutory duty to “prevent people from being drawn into terrorism” and as such we need your help and support to comply with this duty.

#### **Employer’s responsibilities explained.**

You have a responsibility to:

- Alert Kirklees College to any concerns regarding your apprentice / work-based learner to allow us to explore what the causes might be
- Provide opportunities for your apprentice / work-based learners to discuss their own concerns about extremism/ radicalisation / events in the news
- Uphold British values and have expectations of all your apprentice / work-based learners in respecting others

#### **What is the Prevent Duty?**

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 of the Act, to have “due regard to the need to prevent people from being drawn into terrorism”. These statutory bodies include: Education, Health, Social Care and Police.

#### **What is Extremism?**

The government has defined extremism in the Prevent Duty as: “vocal or active opposition to fundamental British values”. This also includes calls for the death of members of the British armed forces.

#### **What is Radicalisation?**

‘Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions of freedom of choice.’

#### **What are British Values?**

British values are “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.” Kirklees College puts British values at the heart of its work and expects its students, staff and partners to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

#### **What is Channel?**

Channel is the multi agency programme which provides positive interventions and support plans for people who are identified as being vulnerable to being drawn into terrorism or extremism before any criminal act is committed.

#### **What are the signs of vulnerability?**

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include:

- Lack of knowledge and understanding of world affairs / politics



- Lack of critical thinking skills
- Loneliness or isolation leading to negative influence from other people or via the internet
- Drugs, gangs, violence and crime against them or their involvement in crime, e.g. race/hate crime, anti-social behaviour etc.
- Family tensions and breakdown, poverty, homelessness and lack of self esteem
- Personal or political grievances or recent political or religious conversion.
- Sexual exploitation, physical or mental abuse

### **What is Safeguarding?**

Safeguarding means protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect. Safeguarding and promoting the welfare of young people is everyone's responsibility. Prevent is part of safeguarding, like many other issues e.g. Forced marriage, hate crime, sexual exploitation, domestic violence, drugs and on line bullying.

### **What is the College's role?**

Kirklees College has a legal responsibility under the Prevent Duty to make sure that:

- All Kirklees College staff have undertaken training in the Prevent Duty
- All Kirklees College staff are aware of when it is appropriate to refer concerns about students or colleagues to the College's Designated Safeguarding Lead
- All Kirklees College staff, working with its partner organisations and employers, exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice.
- Kirklees College does many things to support our students to become positive and productive members of our community including:

Exploring other cultures and religions and promoting diversity

Challenging prejudices and racist comments and behaviours

Developing critical thinking skills and a strong, positive self-identity

Promoting spiritual, moral, social and cultural development

Upholding and embedding British values

Providing information so students can protect themselves from radicalization and extremism

Ensuring all relevant adults are subject to DBS checks

- **For more Information** visit our website [www.kirkleescollege.ac.uk](http://www.kirkleescollege.ac.uk)

- **The following sources may also be useful for further information:**

- HM Government Prevent duty guidance: for England and Wales

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- What is Prevent? Let's Talk About It <http://www.ltai.info/what-is-prevent/>

- Dept of Education: Keeping Children Safe in Education (part 1)

**Anyone with concerns about a young person's welfare has a duty to report it to the relevant agency:**

**Safeguarding Team at Kirklees College**

**In the event of an emergency out of hours (5 pm – 8.30 am) please call  
Police on 999 or 101 non-emergency**

**Kirklees Emergency Duty & Advice Service      Children & Adults      01484 414933**

**Kirklees Duty and Assessment Service      Children Under 19      01924 326097 / 01924 326076 / 01924 431429**

Extremism takes many forms and some of these may be a greater threat in some areas. Kirklees is a 'priority' area which means there is high risk of extremist activity. Your local council and police will be able to advise you if you have specific concerns or questions.

Acknowledgements: Education and Training Foundation  
Department for Education: Working Together to Safeguarding Children

### **33. WORKING TOGETHER TO PREVENT TERRORISM: Run Hide Tell**

In the rare event of an attack, the advice from government is to:

**Run** to a place of safety;

If the way is clear to a safe place, run away from the threat, e.g. exit building or find a place away from the danger.

Find a safe place which will ideally have some means of communication.

**Hide.** It's better to hide than to confront:

Turn your phone to silent

Barricade yourself in if you can

Choose a place where you can hide out of sight with...

A lockable door

Substantial, solid walls on all four sides

Windows that have blinds or curtains that can be closed

Windows that can be shut

Lights that can be turned off

When it is safe to do so....

**Tell;**

Call 999 and tell the police where you are, what you have seen, give as much information as you can.

Speaking on behalf of National Counter Terrorism Policing, Deputy Assistant Commissioner, Neil Basu, said:

*"The public should not be alarmed by this step. While the general level of threat to the UK is SEVERE, the probability of being caught up in a firearms or weapons attack is very, very small. However, it is important the public know what to do in the event of getting caught up in such an incident.*

*Our advice has already been issued to tens of thousands of people during police-led security training sessions but it is only responsible that we issue this public safety guidance more widely.*

*We know that from case studies and the testimony of people who have survived attacks that the advice given in the film has saved lives.*

*With the threat level remaining at a high level, the police and security service continue to operate at a heightened state of readiness - we are working on hundreds of investigations and making an arrest a day. However, it is only with the ongoing support of communities that we can defeat terrorism - you are our eyes and ears so please be alert, but not alarmed.*

*We are asking everyone to remain vigilant and report any suspicious behaviour or activity to the confidential Anti-Terrorist Hotline on 0800 789 321 or in an emergency, 999."*

### **34 . Guidance for staff supporting transgender students**

This guidance aims to provide advice to tutors and teaching staff who are supporting a student who is changing gender identity (transitioning) or has already changed to their chosen gender. The decision to transition to a different gender is a major step for any individual and the support of staff and students is crucial. A flowchart in Appendix A is provided to give an easy to see chart of the steps needed. Each individual will be different so while this guidance covers key points it is important to be flexible and to adjust to the circumstances of the student concerned.

#### **Values and support**

The College is committed to a culture where all students do not experience discrimination or harassment and will fully support a student who wishes to change gender. The promotion of a respectful and inclusive community is one of our core values.

The College recognises that the issues around a change of gender can raise concerns for the student involved and for other staff and students. The aim is to provide a learning space where concerns can be discussed in a supportive way while maintaining appropriate confidentiality.

Some people transition from one gender to their preferred gender with ease but others may take an extended time. Some people will transition to the preferred gender full time while others might choose to live in their preferred gender part time. There are many reasons why a person may not transition permanently to their preferred gender and it is important for the College to be flexible and supportive and stand clearly against any discrimination or harassment.

#### **Terminology**

A brief guide to some of the key definitions is given in Appendix B.

#### **Applicants**

If an applicant has fully transitioned before applying to the College the College will always treat the student as being of the acquired gender.

#### **First steps - Declaring an intention to transition**

A student may approach a member of college staff to state their intention to transition. At this point the first steps are to:

- Make it clear that the College will fully support the student.
- Arrange a meeting to discuss how the College can support the student and invite the student to bring a friend/mentor if they wish.
- Notify the appropriate colleagues – Head of Student Support & Development, EDI Team Leader, Progress Coach, Safeguarding team, HoF, CTL.

#### **Supporting a student who is transitioning – meeting and action plan**

The purpose of the support meeting is to agree an action plan with timescales to support the student which will cover the practical issues and manage the reactions of other students and staff.

Areas to discuss and include in the action plan:

- The date of transition - agree the point when the student will begin to live day to day in the acquired gender

- Name – once the chosen name is available it should be used all the time along with the appropriate pronoun (he or she) for the chosen gender. If you are not sure about names and pronouns ask the person for their preference
- Legal proof of name change – a statutory declaration of name change or deed poll - to allow the College to make changes to the student's registered name
- The date the College will change the name and gender on all student records and public references – student identity card, email address, contact details, academic records - and who is responsible for this
- Confidentiality – it is important to keep any records relating to a change in gender completely confidential and any documents relating to name changes and records of absence for medical assistance should be placed in a sealed envelope and marked with instructions to keep them confidential
- A gender recognition certificate gives the right to request that all references to a former name and gender are removed and records changed - eg letters replaced with new letters in the new name, meeting minutes changed and so on. All records on paper files must be found and replaced with new records
- How and when other students and staff will be informed of the decision
- What briefing or training for students and staff might be helpful and who will provide this
- Arrangements for the time off required for appointments, surgery or recovery from surgery where appropriate. This can vary greatly depending on the individual and the type of transition the student has chosen
- Allowance for any side effects of medication – eg temporarily reduced hours
- Ways to minimise the impact on the student's progress – eg adjustments to attendance and assessment deadlines, providing extra support, whether a student might wish to defer part of a programme
- Single sex facilities – the student should have access to the changing rooms and toilets of the acquired gender. Consult the student on how helpful it might be to discuss and explain this to other students and staff who use the facilities. It is not acceptable to restrict the student to the use of the College's unisex/disabled facilities, though the student may choose to use these initially.
- Let the student know about the support available via the Student Union and any local community groups for trans people (see Appendix C) and counselling services
- The route for reporting any problems should be agreed eg via Progress Coach
- Dates for reviewing the progress of the action plan

### **Managing the reactions of students and staff**

The student may wish to tell the other students and staff about the plans to transition individually or may choose to have a chosen representative do this.

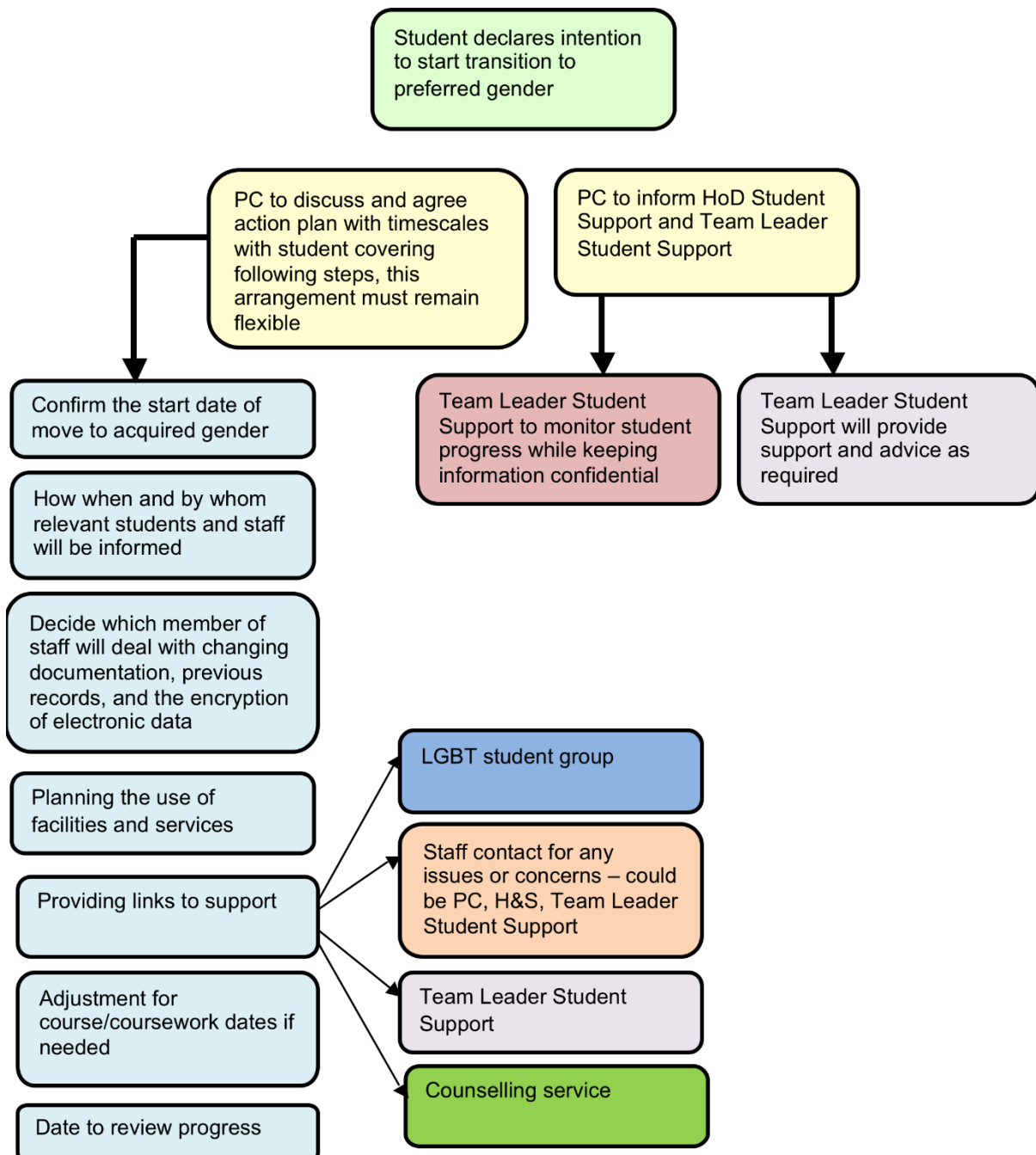
It could be helpful to arrange meetings with the students and staff who interact with the trans student. Additional training and support can also be provided in consultation with the student.

Guidance can be circulated to staff and students – though no individual details should be circulated by email.

There should be an opportunity for students and staff to ask questions or raise any issues.

Remind staff and students that information concerning a person's gender recognition is confidential and 'protected information' which should not be disclosed to a third party without the trans person's consent.

### Gender identity – student flowchart



## **Appendix B**

### **Terminology**

The terminology concerning transgender is evolving as the perceptions and understanding of this area are changing. This is a basic guide to some of the common usages.

#### **Acquired gender**

The chosen/preferred gender of a person who has changed gender by socially transitioning and having their gender reassigned or by legal recognition of the new gender. This can be with or without medical assistance.

#### **Gender**

The female or male role that a person lives and interacts with others in the community.

#### **Gender identity**

The gender that is the internal perception and experience of an individual. Some people experience a gender identity that does not match or is inconsistent with their birth/anatomical gender.

#### **Gender variance**

A person with gender variance may feel that their gender identity is different from their birth gender or anatomical gender. The sex differentiation of the brain may be inconsistent with the birth gender and the person can experience anxiety and uncertainty over their birth gender. The person does not have the stereotypical gender experience and expression.

#### **Gender presentation**

The appearance, clothing and personality on show that shapes the perceptions of others on the gender of the individual.

#### **Gender reassignment**

The process to acquire a new gender which can include social, legal and medical adjustments.

#### **Real-life experience**

The period when an individual lives, studies and works in the acquired gender before they can start medical treatment.

#### **Trans people or transgender**

An inclusive term used for people whose gender experience lies outside of the conventional gender boundaries.

#### **Transition**

The permanent change of gender role in the social, learning and work aspects of life. Some people make an overnight change while others do so gradually over a period of time.

## **35. Guidance For Supporting Students with Mental Health Difficulties**

This guidance will apply to all full and part time learners with diagnosed or suspected mental health issues.

For applicants with serious and enduring mental health issues, support will be given wherever possible to ensure that barriers to learning and progress are minimised. It is important to remember that the majority of people who experience mental ill health do recover and lead meaningful and fulfilled lives.

In serious cases the Fitness to Study procedure may need to be invoked if the college assesses that the student is not well enough to study. Each case will be assessed if necessary by a panel including Student Support, where options will be discussed.

### **1. Statement of purpose**

The Disability Discrimination Act 1995 and the Special Education Needs and Disability Act 2001, place a duty on organisations not to discriminate against learners with mental health difficulties. Kirklees College aims to ensure that any student with mental ill health is supported to access an appropriate study programme. Student Support will work with the individual and any supporting agencies to ensure the course is appropriate and the correct environment is provided for the learner.

All efforts will be made to signpost to an alternative pathway if the original course selected is deemed to be a risk for the applicant or the College community.

### **2. Assessment Process**

All applicants are asked to indicate on their application form and at enrolment if they suffer with mental health difficulties. This information is gathered and shared with the Progress Coach team who will discuss with the applicant their illness, symptoms and how they manage it. The Progress Coach will record this discussion on the confidential pages of the student's EILP (Promonitor) and providing they feel that the condition is in control and the course applied for poses no threat to the applicant's condition, there will be no further action. If however, the Progress Coach has any concerns, they will have a discussion with the Student Support (EDI Team Leader), the student's external agency support and /or parent / carer.

If the diagnosis is a serious and on-going condition, the Head of Student Support and Development will convene a supportive strategic meeting panel which will consist of:

- EDI Team Leader
- Relevant Curriculum HoF
- Progress Coach
- The student's key worker
- Parent / carer

A written reference will be requested from the mental health worker or a request to see the unified assessment, so college can accurately measure potential risk to either the student or the college community.

The college will be objective when measuring the risk of enrolling a student with serious and on-going mental health problems and will:

- Focus on the applicant's abilities, skills, qualifications and experience
- Consider the nature of the mental health condition and the relevance to the course chosen and the college environment
- Identify any risk imposed to staff, students and visitors
- Recognise that having a serious and on-going mental health problem does not mean an inability to learn or achieve. Serious mental health problems are often managed appropriately and hold no risk while managed.

Once the assessment is complete the applicant will be informed of the outcome. The outcome will consist of:

- Conditions to be adhered to in order to admit the applicant as a student, which could consist of additional support within the college or behaviour contract
- The decision that it is not appropriate to admit the applicant to attend the course of choice, should this be the case, all efforts will be made to look at suitable coursing and careers guidance for the applicant. In addition any Course Fees incurred during enrolment would in normal circumstances be refunded

Students making a disclosure need to feel confident that their mental health difficulties will remain confidential unless there is a specific need to inform anyone else, in which case this will be on a strictly need to know basis. Records will be kept of who has been informed of the mental health difficulties, with reasons why, this information will be shared with the applicant.

It is quite feasible that a student may have an ongoing and serious mental health problem, but does not disclose this on the application/enrolment form. Where a serious and ongoing mental health problem later comes to light, the assessment process will be convened at this point.

## **6. Record Keeping**

All records will be logged on confidential pages on promonitor and / or retained securely in a locked filing cabinet. Paper records will be destroyed when the student completes their course or leaves the college, whichever is the earliest.

## **7. Appeals Procedure**

The applicant has the right to appeal against the criteria implemented following the College's appeal procedures.



## a) **Mental Health Conditions**

Students who experience a mental health difficulty will broadly fall into three categories:

- Individuals who enter the college with long term and enduring difficulties with their mental health
- Individuals with emerging mental health difficulties
- Individuals with temporary but debilitating conditions or reactions

The term mental health difficulty encompasses a range of conditions.

The more common conditions are outlined below:

**Anxiety:** Agitation, disturbed sleep pattern, physical symptoms, including panic attacks. Anxiety can vary in how long it lasts, from a few moments to many years. An anxiety disorder differs from normal anxiety in the following ways:

- It is more severe
- It is long lasting
- It interferes with the person's life

**Depression:** low mood, lack of motivation, lack of motivation, withdrawal, sense of emptiness, suicidal thoughts. Clinical depression is a common but serious illness and is often recurrent. Around 1 in 4 young people will have had clinical depression by the end of adolescence.

### **Symptoms of depression in young people**

If people are clinically depressed they will have, for at least two weeks, five or more of the symptoms listed below, including at least one of the first two.

- An unusually sad or irritable mood that does not go away
- Loss of enjoyment and interest in activities that used to be enjoyable
- Lack of energy and tiredness
- Feeling worthless or feeling guilty when they are not really at fault
- Thinking about death a lot or wishing they were dead
- Difficulty concentrating or making decisions
- Moving more slowly or, sometimes, becoming agitated and unable to settle
- Having sleeping difficulties or, sometimes sleeping too much
- Loss of interest in food, or sometimes, eating too much

**Bi-polar disorder:** Depression plus episodes of mania, i.e. elated mood, reckless behaviour, restlessness and high energy. Unstable behaviour patterns. During periods of depression, the person has some or all of the symptoms listed above for depression.

**Common symptoms for mania include:**

- Increased energy and over activity
- Elated mood
- Needing less sleep than normal (can go days with very little sleep)
- Irritability
- Grandiose delusions

Bipolar affects 1-2% of people, with males and females being equally affected.

**Psychosis:** A broad term used when a person loses contact with reality. Schizophrenia is the most common 'psychotic' condition. The main psychotic illnesses are schizophrenia, bipolar disorder, psychotic depression and drug induced psychosis. Psychotic illnesses are not among the most common mental health problems. Over a lifetime, the risk of developing schizophrenia is 1% and bipolar disorder 1-2%.

**Anorexia Nervosa:** An eating disorder characterised by distorted body image and extremely low dietary intake. Anorexia occurs in young people who over evaluate their body shape and weight. The young person may be seriously underweight, however the young person would see this as a success as opposed to a problem and would have little motivation to change.

**Symptoms of Anorexia are:**

- Over evaluation of body weight or shape, so self worth is largely valued in these terms
- Loss of menstrual periods in females who have reached puberty
- Obsessive concern about body weight, shape and dieting
- Unrealistic belief about being fat
- Cutting out foods that were once enjoyed
- Excessive exercising

Anorexia is not common, affecting less than 1% of teenage girls

**Bulimia:** An eating disorder characterised by binge eating and induced vomiting/diarrhoea

**The main characteristics of bulimia nervosa are:**

- Over evaluation of body weight, shape
- Repeated episodes of over eating
- Frequent use of vomiting or laxatives to control weight or excessive use of exercise

**Recreational drug and alcohol use** often has a significant role to play in the cause or presentation of a mental health issue

People with substance use disorders also tend to have other mental health problems. These are commonly anxiety, depressive or psychotic disorders.

Alcohol is the substance of abuse most commonly used by young people and use has been increasing over the past decade.

**In young people who binge drink, intoxication can bring problems in the short term such as:**

- Physical injuries and risk taking
- Sexual risk taking
- Suicide and self injury

Only a small minority of young people will meet the criteria for substance use disorders, because they have not used a substance long enough to develop the problems of dependence.

## **b) Emergency Procedures**

### **Psychotic behaviour**

A very small percentage of people with psychotic disorders actually display this behaviour as threatening. Research clearly shows that that violence and threatening behaviour is more common when there is alcohol and drugs involved

Where a student presents as having a mental health condition and displays behaviour that:

- Demonstrates they are at an imminent risk of harm to self and/or others
- Demonstrates high levels of distress and high risk behaviour due to compromised thinking and/or judgement, accompanied by a lack of response to social controls

They should be considered an emergency situation, which requires immediate intervention.

**Guidance to follow should a student display threatening behaviour.**

- Do not try to restrain a violent person, do not block their escape and make sure you are positioned for an easy exit.
- Call the police, inform the police that the person has a mental health illness and requires medical help.
- Create where possible a calm atmosphere which is non threatening.
- Comply with reasonable requests and listen in a non judgemental way
- Provide reassurance to the student and wait for professional assistance

**Guidelines for dealing with students that disclose they are suicidal**

This is a guide for staff, to help them to deal with situations when a student discloses they are having suicidal thoughts. Emergency situations include:

- Someone who is talking about suicide
- Someone who has taken an overdose i.e. more than the prescribed dose of any medication
- Someone who has self harmed to a life-threatening extent (when the bleeding is not controlled by applying direct pressure for 2 minutes, or where pressure of blood flow is too great to apply pressure effectively).

Please talk to a member of the safeguarding team first. They are trained to talk to students with suicidal thoughts and can make an assessment of the risk involved.

What to do only if a member of the team is not available:

- Gently talk to the student and ask whether he or she has made a specific plan to take their own life, gently ask if they have done anything to carry it out. Explain the reasons for your concerns.
- Listen openly to the student, tell the student that you care and that no matter how overwhelming his or her problems seem, help is available.
- If a student has a detailed plan or appears acutely suicidal and will not talk, he or she could be in immediate danger and it is important to get help right away.
- Do not leave the student alone, and seek help immediately, getting him/her to a hospital emergency room if necessary.

Log all information on confidential comments on Promonitor and tag safeguarding staff to alert them.

## **36. Brief Guide: Child Sexual Exploitation (CSE)**

### **What is Child Sexual Exploitation?**

Child sexual exploitation (CSE) is a form of sexual abuse, in which a young person is manipulated or forced into taking part in a sexual act. It can take many forms, whether it occurs through a seemingly 'consensual' relationship with an older boyfriend, or a young person having sex in return for attention, gifts, alcohol or cigarettes. Child sexual exploitation is a crime that can affect any child, anytime, anywhere – regardless of their social or ethnic background.

The young person may think that their abuser is their friend, or even their boyfriend or girlfriend. Many young people who are being abused do not realise they are at risk and will not call for help. They may see themselves as willing participants when in fact their behaviour is anything but consenting.

But they will put them into dangerous situations, forcing the young person to do things they don't want to do. The abuser may physically or verbally threaten the young person, or be violent towards them. They will control and manipulate them, and try to isolate them from friends and family. Although they may not realise it, it puts the young victim at huge risk of damage to their physical, emotional and psychological health. It involves offenders grooming youngsters and using their power to sexually abuse them.

### **Who does it affect?**

This type of abuse could happen to any young person from any background. It happens to boys and young men as well as girls and young women. Some children are particularly vulnerable such as disabled children, children looked after, care leavers, unaccompanied asylum seeking children. The following factors make a child more at risk of sexual exploitation:

- If they come from a chaotic or dysfunctional household
- A lack of friends in the same age group
- Confused about their sexuality
- History of domestic abuse or neglect
- Learning disabilities
- Have come into contact with other exploited youngsters, e.g at school
- Have suffered a recent bereavement or loss
- Are homeless or living in residential care, a hostel or bed and breakfast
- Have low self-esteem or confidence
- Young carer
- Live in a gang neighbourhood

### **What do we all need to do?**

Child sexual exploitation affects thousands of children and young people across the UK every year. As professionals working with young people in an education, health or social setting, we all have an important role to play in protecting children from exploitation – helping to cut them free from this horrific form of child abuse. We can do this by the following:

- **Identification** – we should all become aware of the risk indicators and factors to consider whether a child is at risk of sexual exploitation
- **Acting** – identify that a child may be at risk of CSE, they should discuss with their manager and follow the child protection procedures
- **Vulnerability and Risk Management** – where it has been recognised that a child is at risk, has been targeted or is being exploited, services should work together to manage vulnerability and risk. This is coordinated by Children's Social Work Service and involves multi-agency partnership working.
- **Disruption** – services should work in partnership to disrupt perpetrator activity. This will include sharing information between the police and services working with children and adults, the business sector and the wider community.

### **Signs of child sexual exploitation**

While there is no stereotypical victim of exploitation, there are warning signs in children's behaviour that may indicate something is wrong – and if you know what you're looking for, you can take steps to help them. Ask yourself the following questions:

- Has the young person received unexplained gifts or money?
- Do they use their mobile phone secretively?
- Do they have significantly older friends?
- Have they been picked up from home or school by someone you don't know?
- Are they associating with other young people who are already known to be vulnerable or involved in exploitation?
- Have they started playing truant from school or regularly going missing from home?
- Have they suffered from a sexually-transmitted infection?
- Are they self-harming?
- Has their appearance changed?

### **Risk indicators and factors to consider to identify CSE**

- **Education** – truanting. Regular non-school attendance. Excluded, behaviour problems.
- **Missing/ run away** – comes in late, stays out overnight without permission. Persistently reported as missing from home or care. Missing for short periods of time on a regular basis.
- **Sexualised risk taking** – inappropriate dress/ change in physical appearance. Meeting unknown adults/ getting into unknown cars. Internet used to meet adults. Older partner (+ 5 years)
- **Rewards** – unaccounted for money, expensive items such as new mobile phone, jewellery.

- **Contact with risky adults/ environments** – association with other known sexually exploited children and/ or unknown adults. Extensive use of mobile phone. Accessing unknown premises (homes) or known risky areas. Evidence of sexual bullying and/or vulnerability through internet and/or social networking sites.
- **Coercion/ control** – reported limited/ reduced contact with friends, family or in placement. Disclosure of physical/ sexual assault (later withdrawn). Physical injuries. Child's whereabouts is unknown/ estranged from family.
- **Sexual health** – reported STI(s), miscarriage(s), termination(s).
- **Substance use** – level of drugs and alcohol use/ different. Increased/ concerning/ chronic.
- **Mental health** – low self-esteem, self-harm, eating disorder. Attempted suicide. Violent behaviour, angry outbursts, offending.

**More information:**

You can read national guidance:

Safeguarding children and young people from sexual exploitation

Visit the Kirklees Safeguarding Children's Board website

## **37. A guide to supporting pregnant students and young parents at Kirklees College**

### **INTRODUCTION**

Teenage conceptions in Kirklees are significantly higher than the national average. The College is developing good practice to respond to this and keep our pregnant, young parents or new parents in education.

At Kirklees College, students will be supported to remain on course and achieve their qualifications, which will improve their employability prospects or chances, to progress to higher-level qualifications and will contribute to the life chances of the students and their children. The College is focussing on leading the way in supporting young people through parenthood. Whether they are new parents, or parents to be, we provide support at each step of their journey through college and aim to increase student retention and success rates. The aims and objectives of this resource are to share good practice, and to provide information on ways to support parents to be and young parents.

### **SUPPORT AT KIRKLEES COLLEGE FOR PREGNANT / YOUNG PARENT STUDENTS**

We will make sure all students and staff know who the YP Care Coordinator is through our internal communication and marketing materials.

We will work with Progress Coaches, personal tutors, lecturers and other relevant staff to ensure they are aware of and sensitive to Young Parents' needs. We will liaise with the Student Support Team if necessary to help Young Parents access the following.

- Additional Learning Support
- Careers and Progression Advice
- Counselling
- Financial Support
- Transport Support and Advice
- Liaison with appropriate agencies

Plus:

- Pregnant students and young or new parents will be monitored so accurate reports can evidence success and progression
- Effective community links will be forged to support pregnant students and young parents
- The PAD tutorial programme will include modules about the challenges faced by young parents

### **WHO ARE YOUNG PARENTS**

Young parents are those under 18 years old and may be:

- Pregnant
- A young mother
- A young father

### **DISCLOSURE OF PREGNANCY**

In the event of a disclosure, staff will;

- Listen to the young person without judgement. Ask: Has the pregnancy been confirmed? Do they need any support with getting the pregnancy confirmed? Who else have they spoken to?



- Encourage the young person to tell their parents, and offer support to do this BUT DO NOT INSIST and respect confidentiality.
- Discuss with young person regarding sharing information with their peer group and or staff.

#### **What we don't do:**

- Judge!
- Try to counsel about options e.g. continuing with the pregnancy, termination or adoption
- Phone parents
- Phone social care, unless the girl is under 13 or there is concerns about coercion, grooming or abuse or any other safeguarding issue, in which case refer immediately to the Safeguarding Team
- Discriminate / exclude on the basis of pregnancy or parenting

#### **PREGNANCY FLOW CHART**

- The curriculum adaptations guide is to be used in conjunction with the pregnancy flow chart provided on page 10 and welfare support.
- For welfare support and relevant funding and childcare advice please contact the following teams:
- Progress Coaches – for on-going welfare and advice
- Care Co-ordinator – for on-going supported access to grants and childcare provision.

The Care Co-ordinator can also help with accessing:

- Additional Learning Support
- Careers and Progression Advice
- Counselling
- Financial Support
- Transport Support and Advice
- Liaison with appropriate external agencies

#### **CURRICULUM ADAPTATIONS**

This guide provides a checklist to consider if you have a student who needs reasonable adjustments to be made for absence due to pregnancy, maternity or paternity leave. Adjustments need to be individualised, and this guidance is designed to provide prompts for the steps to be taken in making adjustments.

Remember that pregnancy and parenthood can be a positive influence on an individual's desire to gain qualifications and set a strong path for the future. All advice and adjustments should be made putting the 'student first' and recognising that qualifications and positive life choices can be gained at this point.

#### **RECORD**

- Review key dates and evidence – e.g. what is the due date if pregnant and what evidence supports this – some record /proof is required – take a copy of appointment cards for evidence.
- Clarify who have permission to inform and add to Electronic Individual Learning Plan (eILP) if you have permission.

- If student is pregnant (or a father) consult the pregnancy / parent flowchart and remember you will need a risk assessment for a pregnant student.
- If you feel there is a safeguarding issue please use the relevant channels

### **ACADEMIC ADJUSTMENTS TO CONSIDER**

| <b>CONSIDERATION</b>   | <b>TICK BOX AND COMMENTS</b>  |
|--|---|
| <b>Dates for absence</b> <ul style="list-style-type: none"> <li>• For appointments.</li> <li>• For maternity / paternity leave.</li> <li>• Review and reschedule any relevant assignments.</li> <li>• Consider remote study and assignment submission.</li> <li>• Provide student with additional resources and advise students to keep copy of work.</li> <li>• Use appropriate register marks (and comments) for males and females to record appropriate venue, absence etc.to prevent detrimental effect on attendance patterns, funding grants and overall provision.</li> </ul> | <input type="checkbox"/> Appointments<br><input type="checkbox"/> Maternity / Paternity Leave<br>Adjustments: |
| <b>Course Structure</b> <ul style="list-style-type: none"> <li>• Consider alternative units if risk assessment suggests originals are not appropriate.</li> <li>• Consider implications and adjustments for all courses (not just main aim).</li> <li>• Consider fast-tracking any assessments or assignments to benefit the student (e.g. use of VLE).</li> <li>• Amend eLP as appropriate.</li> </ul>  | Adjustments:  |
| <b>Exam dates and awarding body regulations</b> <ul style="list-style-type: none"> <li>• Contact the exams office to reschedule any relevant exams (including functional skills or additional ties)</li> <li>• Examine any extenuating circumstances and adjustments.</li> </ul>   | Adjustments:  |
| <b>Maternity leave and funding implications</b> <ul style="list-style-type: none"> <li>• As 'dates for absence' above</li> <li>• Management Information System (MIS) records – discuss with curriculum manager and MIS Manager the appropriate duration and coding for MIS records.</li> <li>• Will course be available in following academic year for returning student?</li> </ul>   | Adjustments:  |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Consider and agree appropriate return from maternity leave to support parent and course completion.</li> <li>Ensure student is 'enrolled' and included on following year's cohort list where necessary.</li> </ul>  |   |
| <b>Review</b> <ul style="list-style-type: none"> <li>Set up appropriate review points with the student and make further adjustments as necessary.</li> <li>Review risk assessment and Personal Emergency Evacuation Plan (PEEP).</li> <li>Liaise with Progress Coach, SPL &amp; CTL..</li> </ul> | Planned review dates:   |
| <b>Programme area lead endorsement</b> <ul style="list-style-type: none"> <li>Check and agree all adjustments with Curriculum Team Leader and subsidiary course leads as appropriate.</li> <li>Use eILP to log all adjustments.</li> </ul>   | <input type="checkbox"/> Curriculum Team Leader<br><input type="checkbox"/> Progress Coach & SPL<br><input type="checkbox"/> Cross college departments – e.g. Student Support - Care Coordinator for YP |
| <b>Additional information/adjustments:</b>   |   |

## **WARNING LETTERS**

Receiving warning letters after adjustments have been agreed can cause distress and have a negative impact on pregnant students. Ensure all staff and admin supports are aware so only appropriate warnings are sent out. With student agreement, adjustment and correct register marks warnings for agreed absences should not occur.

## **STUDENTS:**

- Will be treated with respect and confidentiality regarding their wishes about informing parents and support agencies of the pregnancy, except: If sexual exploitation is suspected, the safeguarding team **MUST** be informed and appropriate continued measures must be made.
- Will be referred to the Young People's Support Services and provide support and continued liaison throughout antenatal and postnatal phases.
- Will be supported support through 'Care to Learn' applications.
- Will be authorised for absence for ante natal appointments / scans including young father's attendance.
- Will be assisted in planning for any activities which have to be missed due to pregnancy or parenting.
- Will be assisted in planning flexible timetables where possible and necessary.
- Will be treated sympathetically if suffering competing pressures of pregnancy, parenting and educational examinations.
- Will be considered in terms of Health and Safety issues in college and appropriate protection actions will be taken

### **VLE RESOURCES / SIGNPOSTS TO FURTHER SUPPORT**

A VLE resource will be available exclusively to young pregnant students and young parents, where they can access a wealth of resources - with links to support within and outside of the college. This will also be a platform for discussion and to raise awareness of social events / enrichment activities, and peer led support available.

### **HEALTH & SAFETY RISK ASSESSMENT**

*Fill in a risk assessment for a young person's pregnancy, in the same way as you would for a member of staff*

- Young parents should take a level of personal responsibility for own health and safety and commit to stay in college until 38wks pregnant if fit and well and no concerns from midwife or doctor
- Risk assessment should include; suitability of courses / work experience options. E.g. hairdressing-chemicals, on their feet all day; Construction / Engineering – machinery
- Avoid chemicals and radio waves, or risky situations
- Be aware of risk of chickenpox /measles etc...or if the young parent to be has health concerns e.g. diabetes, epilepsy
- Flexibility to leave lessons early/ late when heavily pregnant
- Extra consideration for exams
- Monitor for signs of increased violence if concerns already about home / relationship
- Dietary needs (ensure student is accessing Free School Meals(FSM) If they are entitled)
- Assess basic risks such as carrying heavy bags, busy times in corridors and on stairs, frequency on trips to toilets etc

### **SOURCES OF EXTERNAL SUPPORT FOR A STUDENT INCLUDE:**

- Student's GP
- Student's Midwife
- Auntie Pam's – free drop in service available for advice and guidance, along with many other specialist areas of support.
- Teenager Parent Participation Advisor C&K carers
- Locala – Kirklees Family Nurse Partnership Team (under 20 weeks pregnant and under 20 years of age)
- Homestart – Young parents support group
- <http://ckcareersonline.org.uk/young-people/teenage-parents-or-parents-to-be>

### **RECOMMENDATIONS**

- Successful parenting sessions planned
- Work to start on Kirklees College becoming a breastfeeding welcome organisation
- Monthly drop-ins to start for young parents and pregnant student in conjunction with Auntie Pams and C&K Careers teenage parent advisor
- Events to be held throughout the academic year specific to meet the needs of our pregnant / young parent students
- Ensure a risk assessment is completed for all pregnant students with contact details of the Care Coordinator provided
- Monitor progress along with retention and success rates of the group

- Evaluate pregnant and young parents' experience at college, and plan activities adjustments accordingly – through focus groups/events/reviews and questionnaires
- Ensure that they have the correct information in order for them to return to college once their baby has been born, and that support is provided with regular check ins – via the Care Coordinator

## **38. A GUIDE TO SUPPORTING YOUNG ADULT CARERS AT KIRKLEES**

### **COLLEGE**

1. Introduction
2. Who are young adult carers?
3. Factors which may indicate that a young person is caring.
4. What does the research tell us about the retention and achievement of young adult carers?
5. Government Legislation
6. Curriculum adaptations
7. Academic adjustments to consider
8. Warning Letters
9. Support at Kirklees College for young adult carers
10. Students disclosing
11. Pattern of Care Plan
12. VLE resources / signposts to further support
13. Useful college contact details
14. Other sources of external support for young adult carers
15. Recommendations
16. Future Considerations
17. Young Adult Carers Flowchart

## **18. References**

### **1. Introduction**

At Kirklees College we believe that all children and young people have the right to an education, regardless of their home circumstances, based on equality of opportunity, College and fundamental values. Kirklees College has a commitment to supporting young people who have caring responsibilities. We will provide support at each step of their journey through college and aim to increase the retention and success rates. The aims and objectives of this resource is to share good practice, and to provide information on ways to support young adult carers. The College has adopted an individualised / learner-centred approach which means that support is appropriate and tailored to each young adult carers needs.

### **2. Who are young carers?**

Young Adult Carers are young people aged 16 – 25 who care, unpaid, for a family member or friend with an illness or disability, mental health condition or an addiction.

Young carers carry out tasks and responsibilities that are additional to those appropriate for someone their age. The person they care for may have one or more of the following:

- Physical disability
- Mental Health issues
- Learning difficulties
- Alcohol or drug misuse
- Long-term illness

Providing emotional support, particularly where the person in need of care has a mental health condition or misuses substances, can be very challenging and often involves sporadic increased and unplanned peaks of caring responsibilities which are very difficult to balance with everyday commitments.

**Factors which may indicate that a young person is caring include:**

- Illness or disability in the family
- Being late or absent (due to caring responsibilities at home)
- Assuming a parental role to other siblings
- Poor concentration and/or often tired
- Academic performance below potential
- Homework often uncompleted
- Isolation from peers or problems interacting with peers
- Not making use of out of college activities
- Mature and responsible but maybe 'letting go' and behaving immaturely when in a safe environment
- Behavioural problems
- Limited contact with college by parents
- Being bullied

If we believe that someone is a young carer we need to be sensitive when we approach them about this, as they may not want their peers to know. Before passing this information on to relevant colleagues we will obtain the consent of the young adult carer.

### **3. Research findings**

The research has found that from an early age, caring responsibilities can impact on whether a young person can maintain their education.

- Research conducted by The Children's Society found that around one in 20 young carers miss school because of their caring responsibilities. (The Children's Society, 2013)
- A report by the Audit Commission, found that the likelihood of young carers aged 16 – 18 not being in education, employment, or training for six months or more, was twice that of their peers. (Audit Commission, 2010)
- Research by The Children's Society found that young carers have significantly lower educational attainment at GCSE level, the equivalent to nine grades lower overall than their peers, that is, the difference between nine Bs and nine Cs. (The Children's Society, 2013)
- Were four times more likely to drop out of college or university than students who were not young adult carers.
- Have higher rates of poor mental and physical health than the average young person.
- Rarely receive the assessments they are entitled to, with only 22% of those surveyed receiving formal assessment of their needs by the local authority.
- Experience high rates of bullying – one quarter reported bullying and abuse in school because they were a carer.

(Carers Trust, Supporting Students with caring Responsibilities)

It is important therefore for the College to understand the specific needs of this student group and the impact of caring upon their education if support is not in place. By ensuring the early identification of young adult carers in college and implementing support across the student life cycle, those who may be more likely to drop out, or who are at risk of not fulfilling their potential, are much more likely to remain in college, succeed and make a successful transition into higher education, further training or the workplace.

#### **4. Legislation**

Kirklees College is aware that young carers and young adult carers in England have rights to care and support, either for themselves or for the person they care for. The College can refer a student who is a young carer or young adult carer to their local authority for assessment and possible support.

In this context, an assessment is a term used by local authorities to describe the process of finding out what the carer's circumstances are, and their need for support. Support can be provided directly to the carer, and some carer's support needs can be met by providing services for the person they care for.

Depending on the young carers' age, these rights come under the Children and Families Act 2014 or Care Act 2014.

There is a duty on local authorities to ensure that all carers receive an assessment based on the appearance of their need for support. Whatever the age of a carer, the carer's

assessment must consider whether the carer is willing, and able, to continue to care, and whether the carer is working, training or in education, or wishes to work, or take part in training or education. The assessment is free. Depending on their financial circumstances, some carers over 18, and the people they care for, may be charged for their support in some cases. A local authority must always carry out a needs assessment, before they carry out a financial assessment to see if someone is eligible to pay for support.

The College could be contacted by a local authority and asked to provide information about the young carer or young adult carer, as part of a carer's assessment. This could be as part of a transition assessment under the Care Act. This is to explore what support they may be entitled to after they are 18, and to look at helping them get ready for adulthood. This should help raise the young carers' aspirations and support them to achieve the outcomes that matter to them.

As part of the transition assessment, guidance issued under the Care Act states that where a young carer wishes to attend a higher or further education institutions, local authorities should help the young carer identify a suitable institution as part of transition planning (if they have not done so already). So, the College might be contacted by a local authority. Once an offer has been accepted, local authorities should ensure the relevant institution is made aware- as soon as possible- of the young carers needs. A young carer will have their own plan for meeting their needs or the needs of the person they care for. Under the guidance issued under the Care Act, local authorities must cooperate with relevant external agencies, including educational institutions. This duty is reciprocal. Colleges need to be aware of this reciprocal duty if they are contacted by a local authority.

## **5. Curriculum adaptations**

This guide provides a checklist to consider if you have a student who is a carer, to be made for absence due to caring responsibilities outside of college.

Adjustments need to be individualised, and this guidance is designed to provide prompts for the steps to be taken in making adjustments.

Remember that being a carer can be a positive influence on an individual's desire to gain qualifications and set a strong path for the future. All advice and adjustments should be made putting the 'student first' and recognising that qualifications and positive life choices can be gained at this point.

- Review key dates and evidence
- Clarify who has permission to inform and add to Electronic Individual Learning Plans (EILP's).
- If a student has caring responsibilities consult with the young adult carer's flowchart.
- If you feel there is a safeguarding issue, please use the relevant channels.



| Consideration   | Tick box and Comments                            |
|---|--|
| <p>Dates for absence</p> <ul style="list-style-type: none"> <li>• For appointments and caring commitments</li> <li>• Review and reschedule any relevant assignments.</li> <li>• Consider remote study and assignment submission.</li> <li>• Provide students with additional resources and advise students to keep copy of work.</li> <li>• Use appropriate register marks (and comments) to record appropriate venue, absence etc.to prevent detrimental effect on attendance patterns, funding grants and overall provision.</li> </ul> | <p>Appointments;</p> <p>Adjustments:</p>         |
| <p>Course Structure</p> <ul style="list-style-type: none"> <li>• Consider implications and adjustments for all courses (not just main aim).</li> <li>• Consider fast-tracking any assessments or assignments to benefit the student (e.g. use of VLE).</li> <li>• Amend eLLP as appropriate.</li> <li>• Consider arrangements for remote working where possible.</li> </ul>   | <p>Adjustments:</p>                              |
| <p>Exam dates and awarding body regulations</p> <ul style="list-style-type: none"> <li>• Contact the exams office to reschedule any relevant exams (including functional skills or additional ties)</li> <li>• Examine any extenuating circumstances and adjustments.</li> </ul>  | <p>Adjustments:</p>                              |
| <p>Review</p> <ul style="list-style-type: none"> <li>• Set up appropriate review points with the student and make further adjustments as necessary.</li> <li>• Liaise with Curriculum Team Leader and appropriate teaching staff</li> </ul>   | <p>Planned review dates:</p> <p>1.</p> <p>2.</p> |

|   |  |
|---|--|
| regarding any adjustments or additional support to be made.   | 3.<br>4.   |
| Programme area lead endorsement <ul style="list-style-type: none"> <li>• Check and agree all adjustments with Curriculum Team Leader and subsidiary course leads as appropriate.</li> <li>• Use eLLP to log all adjustments.</li> </ul> | <input type="checkbox"/> Progress Coach, SPL & CTL<br><input type="checkbox"/> Other relevant department staff<br><input type="checkbox"/> Cross college departments, e.g. Student Support – Care Coordinator for Young Carers |
| Additional information/adjustments:   | Adjustments:   |

## 6. Warning Letters

Receiving warning letters after adjustments have been agreed can cause distress and have a negative impact on young adult carers. Ensure all staff and admin supports are aware so only appropriate warnings are sent out - with student agreement, adjustment and correct register marks. Warnings for agreed absences should not occur.

## 7. Support at College

The college has a support system in place that does not define young adult carers by their caring responsibilities. This means that the young person is treated as a person rather than a label and gets the individual support they need to make successful transitions.

The variety and flexibility of their support offer means the College can tailor support to the specific needs and situation of each carer.

We will make sure all students and staffs know who the Care Coordinator for young adult carers is through our internal communication and marketing materials.

We will work with Progress Coaches, Personal Tutors, Lecturers and other relevant staff to ensure they are aware of and sensitive to Young Adult Carers needs. We will liaise with the Student Support Team if necessary to help Young Carers access the following.

- Additional Learning Support
- Careers and Progression Advice
- Counselling
- Financial Support
- Transport Support and Advice
- Liaison with appropriate agencies

Plus:

- Young adult carers will be monitored so accurate reports can evidence success and progression
- Effective community links will be forged to support young adult carers
- The PAD tutorial programme will include modules about the challenges faced by young carers
- Encourage and facilitate self-identification

- Listen to the young adult carer
- Consider the student's privacy when sharing information about their caring role and family situation
- Work with individual young adult carers to identify additional learning needs and skills gaps
- Explore flexible attendance for young adult carers to fit with caring responsibilities
- Offer extra time to complete coursework and assignments
- Allow the use of mobile phones
- Support young adult carers travel to and from college
- Enable students to learn from home
- Develop peer support networks and groups
- Provide support to deal with emotional and behavioural difficulties
- Provide personalised and holistic support (or signpost to relevant services)
- Ensure that provision is whole family focused

## **8. Student disclosures**

- Will be treated with respect and confidentiality regarding their wishes about informing, except: If any safeguarding concerns are suspected, then the safeguarding team **MUST** be informed and appropriate continued measures must be made.
- Will be referred to the Care Coordinator for ongoing support whilst in college.
- Will be supported through financial applications they are entitled to.
- Will be authorised for absence for caring commitments.
- Will be assisted in planning for any activities which have to be missed due to caring responsibilities.
- Will be assisted in planning flexible timetables where possible and necessary.
- Will be treated sympathetically if suffering competing pressures of caring responsibilities and educational examinations.

**PLEASE ENSURE YOU FOLLOW THE YOUNG ADULT CARERS FLOWCHART WHEN A STUDENT DISCLOSES THEIR CARING RESPONSIBILITIES.**

## **9. Care Plans**

For a young adult carer, a sudden change in home circumstances, such as deterioration in the health of the person they are caring for, can have a significant impact on their ability to continue with their learning. Research tells us that, in these circumstances, some student carers stop coming into college and, by the time they make contact several weeks later and explain what has been happening at home, they no longer feel able to return.

Kirklees College has taken a proactive approach to crisis patterns of care, working with student carers before problems arise and putting a pattern of care plan in place, so that if something does happen they know what to do. By developing a relationship of trust with staff, so that student carers feel able to tell their Tutors, Progress Coach or Care Coordinator that they need to take time out of their course. They can then organise work to be sent home and put any other support in place that might help them to remain engaged. The Care Coordinator can also defend young adult carer's attendance levels to management to prevent them from being excluded.

Research tells us that pattern of care plans have proved to have a positive impact on carer's ability to continue with their studies with an increase in overall retention which is consistent with all other learners and compares well with national data.

## **10. Resources and further support**

A VLE resource will be available exclusively to young adult carers, where they can access a wealth of resources - with links to support within and outside of the college. This will also be a platform for discussion and to raise awareness of social events / enrichment activities, and peer led support available.

External support agencies include :

NHS Trust

Students GP

Carers Count – Information and support for adult carers in Kirklees (18+)

St Anne's – Support with daily living for a wide range of people

Dementia UK – Specialise in supporting carers and families/ people with dementia

Carers Trust - Support services for carers and the people they care for

Carers UK – Information advice and support for carers

Making Space – Dementia information and support service

Kirklees Council Gateway to Care – Information and advice for social care assessments and support. Including care navigation, looking after me courses, carers sessions, and Kirklees Health Trainers.

Kirklees Young Carers Service, Barnardo's – Advice and support for Young Carers (under 18)

Kirklees Council

Emergency housing organisations

Mental health organisations

Hospital trusts

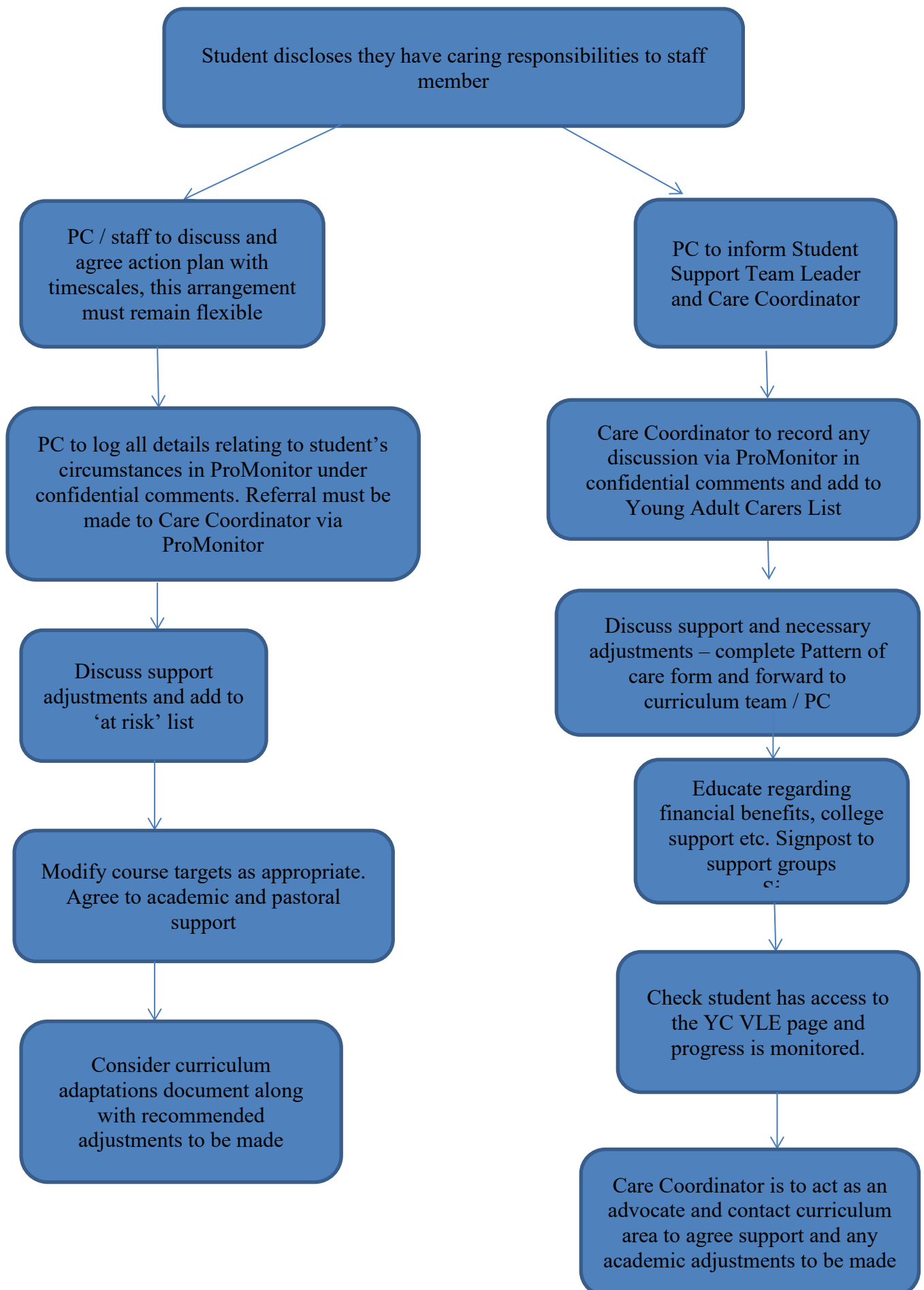
College actions:

1. The College will have publicity on notice boards and plasma screens around all campuses, as well as on the intranet and college website to help students self-refer to Student Services.
2. Students will have the opportunity to disclose they are carer through our enrolment process.
3. They can access a wide and varied support offer at the College. Much of this comes in the form of pastoral support from Progress Coaches and other staff, including one to one sessions and access to a free confidential counselling service.
4. A young carer's card will be given (to those who meet the criteria) and support in applying for this will be provided from the Care Coordinator.
5. The College will offer monthly drop-in session run in conjunction with other external support agencies which will include; an opportunity to gain further information, advice and guidance, access to social activities and peer support.
6. The College will plan and deliver cross college events throughout the year in order to raise the awareness of young adult carers and their responsibilities, which will include access to enrichment activities. All events will be showcased in line with national campaigns, such as; Carers Week and Carers Rights Day.
7. Strong work with partners means that the college will develop a proactive, involved approach to supporting carers with referrals in and out to other agencies.
8. The College will introduce an induction questionnaire which will ask all learners about their activities in the last 12 months, their living arrangements and their motivations for coming to college. Learners will be talked through the questionnaire so that the role of a carer can be explained, and those who may not identify themselves as a carer can recognise their responsibilities. The team will also carry out a 'settling in' questionnaire at week five to check how learners are getting on and whether they

need any additional support – all will be embedded within their planned review periods.

9. The College will engage carers through self-referrals. One of the sections on the website under student support will include an online referral form for those who are not confident to go and speak to a member of staff directly in the first instance. Carers may also disclose their responsibilities to a staff member who can then contact the Care Coordinator and refer them through to their service.
10. The College can arrange transition visits with young adult carers to ensure they have a face and a place that they know before they start their course.
11. The College will produce peer led case studies on their experiences of being a carer, and a student. This will highlight the effects of a tailored support package which meets individual need.
12. Support Plans and encouragement will be offered by the Care Co-ordinator in one to one sessions.
13. Pattern of care plans will be in place for all young adult carers to refer to when required. To be completed by the Progress Coaches and Care Coordinator during the first 42 days of being at college – or once a disclosure and referral has taken place.

## Young Adult Carers Flowchart



## **39. Guide for Supporting Looked After Children / Care Leavers**

### **Introduction**

At Kirklees College we believe that all children and young people have the right to an education, regardless of their home circumstances, based on equality of opportunity, College and fundamental values.

The College aims to provide all learners with an equal opportunity, irrespective of gender, racial or ethnic origin, nationality, religion, marital status, age, disability, learning difficulties, sexual orientation or preference, unemployment, language, culture or social background, to access a positive educational experience and to reach their full potential.

The college vision for Looked After Children and Care Leavers is to provide them with the necessary support, guidance and opportunity in order to achieve and progress to further/higher education and/or training or employment as well as preparation for wider life experiences in modern Britain.

We acknowledge that there are likely to be Looked After Children (LAC) and Care Leavers (CL) among our students, and that often there are additional barriers to their educational success and progression. The College recognises the considerable underachievement of these minority groups in comparison to their peers. We also recognise that all Looked After Children (LAC) and Care Leavers (CL) can be especially vulnerable, be at risk of early withdrawal, face different issues and require different levels of support. We aim to meet with the students in these cohorts to discuss how we can best support them while they are with us. We have a dedicated coordination post to work directly with them. The aims of this guidance is to enable us to relieve some of the worries which these particular students may have about balancing home and College and to show our support in providing a meaningful and flexible educational experience to ensure they achieve their learning goals and make progression into further education and employment.

#### **Responsibilities**

- The Assistant Principal of Student Experience is responsible for ensuring a review of the policy.
- The Head of Student Support and Development will ensure staff and students are appropriately supported and ensure that the designated coordinator receives appropriate support.
- The EDI Team Leader will ensure that students are referred correctly and effective support is provided to each student.
- The Designated Care Coordinator is responsible for delivering a confidential, ethical and professional service.
- All College staff will ensure that Looked After Children (LAC) and Care Leavers (CL) in need of support are appropriately referred.

The College is committed to:

- Making staff and students aware of who our LAC and CL are and the barriers they may face in their education.
- Making College staff aware of the possible indicators of risk of early withdrawal or difficulties in meeting course and / or College requirements.
- Contributing to EHCPs and care plans in liaison with Local Authority colleagues.
- Clarifying the support and advocacy available in College and through external agencies.
- Providing financial support to Looked After Children (LAC) and Care Leavers (CL) to ensure that each student is able to succeed without financial pressures.
- Valuing the views of carers and parents. We firmly believe in developing strong partnerships with carers, parents and residential care workers to enable students to achieve their potential.

- Developing close relationships and collaborative work to promote the learning and wellbeing of individual students, both in and out of college.

#### Responsibilities of the Designated Care Coordinator

The role of the LAC and CL coordinator referred to within this document, will:

- Be an advocate for Looked After Children and Care Leavers
- Liaise closely with the designated Progress Coach for each curriculum area and other colleagues in support and curriculum to:
- Ensure a smooth and welcoming induction for the students (and parent/s where possible)
- Note any specific requirements are logged, including care status, on Promonitor
- Ensure that each identified has an identified member of staff that they can talk to, usually the Progress Coach, and knows how to contact them
- Ensure a PEP is completed within the first half term of the course
- Ensure if the LAC or LC is “At Risk” of leaving the course early due to poor attendance or behaviour, that they will be supported in any formal process to confirm appropriate flexibility has been applied
- Ensure accurate and timely data is provided to the Head of Student Support and Development including full retention, success and progression data
- Co-ordinate support for the identified students and liaise with other professionals as necessary
- Ensure staff receive relevant information and training
- Ensure confidentiality for individual students and only share personal information on a need to know basis
- Provide information to assist planning/review meetings and ensure attendance as far as possible
- Encourage identified students to participate in planned extra-curricular supportive activities
- Seek urgent meetings with relevant parties if the student is experiencing difficulties and/or is at risk of early withdrawal
-



### Responsibilities of All Staff

As with all students, staff should:

- Consider the impact of any actions on students' fundamental rights and understand the duty to teach students to behave in ways that ensure their rights, and the rights of others, are upheld
- Have high aspirations and celebrate the educational and personal achievement of students identified in this document; namely Looked After and Care Leavers.
- Ensure appropriate entry to examinations for these students
- Be familiar with this Policy and Guidance and respond appropriately to requests for information to support the completion of learning and action plans and other documentation needed as part of review meetings
- Liaise with the relevant staff (Designated Care Coordinator, Progress Coach, Safeguarding Team) if an identified student is experiencing difficulty or at risk of early withdrawal

Our policies and practices are free from unlawful discrimination and comply with current legislation:

- *Children Act 1989*
- *Children Act 2004*
- *Section 175 Education Act 2002*
- *Working Together to Safeguard Children 2019 (DCSF)*
- *Safeguarding Children and Safer Recruitment in Education 2010 (DCSF)*
- *No Secrets – Guidance DOH 2000*
- *Safeguarding Vulnerable Groups Act 2006*
- *Safer practice, safer learning: A whole-organisation approach to safeguarding vulnerable adults for the learning and skills sector. NIACE for the Department for Education and Skills 2007*
- *West Yorkshire Adult Protection Procedures.*
- *Kirklees Safeguarding Adults Board Policy*
- *Kirklees Safeguarding Children's Board Policy*

## **Looked After Children and Care Leavers**

In UK law, children in care are referred to as '*looked after children*'. A child is 'looked after' if they are in the care of the local authority for more than 24 hours. Legally, this could be when they are:

- living in accommodation provided by the local authority with the parents' agreement
- the subject of an interim or full care order or, in Scotland, a permanence order
- the subject of an emergency legal order to remove them from immediate danger
- serving time in a secure children's home, secure training centre or young offender institution
- Unaccompanied asylum seeking children.
- placed in care voluntarily by parents struggling to cope.

A child will stop being 'looked after' when they are either adopted, returned home or turn 18. The local authority will continue to support children leaving care at 18 until they reach 21. The term '*care leaver*' refers to a young person under the age of 25 who is currently or has been in public care for a minimum of three months, since the age of 14, and was in care on their 16<sup>th</sup> birthday. Public care includes but is not limit to:

- foster care
- semi-independent living
- residential care homes.

At Kirklees College we recognise that any time spent in local authority care can have a significant impact on educational opportunities and outcomes, and therefore provide pre entry and on programme support to students who have spent any time in local authority care. The Children Act 2004 places a duty to safeguard looked after children, to promote their educational achievements and to ensure that they are able to "achieve to and reach their full potential". The Guidance sets out six key principles:

- prioritising education;
- having high expectations;
- inclusion – changing and challenging attitudes;
- achieving continuity and stability;
- early intervention – priority action; and
- listening to young people.

### **Support for Looked After Children and Care Leavers**

At Kirklees College we recognise the additional support that Looked After Children and Care Leavers may need in order to feel able to apply and complete their studies at College. A high proportion of Looked After Children have special educational needs and their emotional and behavioral health can often be a cause for concern.

The college recognises that LAC and CL students are statistically much more likely to have a poor attendance record and are up to 5 times more likely to be excluded than their non-looked after peers. The college will take specific steps to monitor the attendance of these students and will notify all appropriate colleagues and partners at an early stage if there is an indication that problems

with attendance might occur.

The college will take all reasonable steps to ensure that exclusion is rarely used for these students and is used only as a last resort, after all other avenues have been explored. Care experienced students will be supported by the designated Care coordinator who can be accessed prior to joining the College, throughout the study programme and to support progression.

*It's critical that children in care are helped to develop strong, trusting and stable relationships with their carers, social workers and other professionals including staff at college.*

We will work with Progress Coaches, personal tutors, lecturers and other relevant staff to ensure they are aware of and sensitive to students' needs. We will liaise with the Student Support Team if necessary to help these students access the following:

- Additional Learning Support
- Careers and Progression Advice
- Counselling
- Financial Support
- Transport Support and Advice
- Liaison with appropriate agencies
- Advocacy for a range of situations including entry and on course requirements

#### **40. Forced Marriage**

##### Overview

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Also place in this link <https://www.gov.uk/guidance/forced-marriage>

##### Legislation on Forced Marriage

**The Anti-social Behaviour, Crime and Policing Act 2014** makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)

- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted

#### Support Services

- **Karma Nirvana Honour Network**
- **Women's Aid**
- **Iranian and Kurdish Women's Rights Organisation**
- **Freedom Charity**
- **Forward**

## 41. Female Genital Mutilation

**Female genital mutilation** is not an uncommon issue and yet professionals sometimes struggle with this issue. The Home Office have published an information sheet to help professionals understand what it is, how to spot the signs and what to do about it. If you're concerned that a child is at risk in Kirklees, contact the Duty and Assessment team.

This **leaflet**, supported by the Muslim Council of Britain, discusses the risks of FGM and the myths surrounding FGM practice and the Islamic faith.

In this **short NSPCC clip** survivors, community leaders and health professionals talk about their thoughts and experiences of female genital mutilation (FGM), female circumcision or 'cutting'.

Coventry University has designed a new app to educate young people about female genital mutilation. It is endorsed by the NSPCC and has been launched in the run up to the school summer holidays, a period during which a girl's risk of being taken abroad to undergo the procedure increases. The app, which works across most mobile devices such as smartphones, tablets and lap tops via an internet browser, is aimed primarily at young girls living in affected communities and at risk from FGM. But it can also be used as an educational tool to teach young people and others the facts and realities of FGM **<http://petals.coventry.ac.uk/>**

### **Launch of UK Helpline on Female Genital Mutilation by NSPCC**

A helpline, specialising in responses to female genital mutilation (FGM), is being set up and operated by the NSPCC, supported by the Metropolitan Police, and in association with a number of voluntary and professional groups, including FGM charities.

The Female Genital Mutilation Helpline was launched on Monday 24 June 2013 as a UK-wide service. It will operate 24/7, and will be staffed by specially trained child protection helpline counsellors who can offer advice, information, and assistance to members of the public and to professionals. Counsellors will also be able to make referrals, as appropriate, to statutory agencies and other services.

The helpline can be contacted on: **0800 028 3550 and emails sent to [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)** Updated 01/09/2014

#### **Further Information**

Risk and Safeguarding **[Guidance for Professionals](#)**

**[A Councillor's Guide](#)**

**[Multi-Agency Practice Guidelines](#)**

**[Government Resource Pack](#)**

**[National FGM Centre](#)**

**[West Yorkshire FGM Procedures](#)**

**[CPS Legal Guidance for FGM](#)**

To access a free e-learning on FGM click here **<https://www.fgmelearning.co.uk/>**

#### **Reporting FGM**

A new mandatory reporting duty for FGM has been introduced via the Serious Crime Act 2015, following a public consultation. The duty requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. The mandatory reporting duty came into force on the 31st October 2015.

**[FGM Reporting Form](#)**

#### **FGM Strategy 2016**

This document provides an overview of FGM, including definitions, prevalence and impact. Its primary aim is to provide advice and support to frontline professionals who have responsibilities to safeguard children, young people and adults at risk from the abuses associated with female genital mutilation (FGM). The Strategy sets out a multi-agency response and encourages agencies to cooperate and work together.

To access the strategy please **[click here](#)**.

## **42. Duty & Advice**

### **Duty and Advice Team**

Practitioners should first seek advice and information from their own agency line manager and agency safeguarding lead if this support is available.

If this support is either not available, or does not resolve the issue, practitioners can seek advice and information through a conversation with Duty and Advice at the Front Door. Where the support is usually available but not available on the day, practitioners should not wait for their colleague to return to work and thus delay contacting the Front Door.

When a practitioner is concerned that a child is at risk of or is experiencing significant harm, they must follow their agencies policies and procedures and ensure Duty and Advice at the Front Door are contacted immediately.

If the issue can't wait until the next working day please contact the Children's Emergency Duty Team on **01484 414933** and provide them with as much information as possible.

### **Information Sheet for Professionals**

#### **What to do if you are concerned for the safety of a child**

If you suspect that a child or young person is being harmed or is at risk of being harmed then you have a duty to report it **immediately**.

If you are ever concerned that a child is in immediate danger please call the police on **999**.

Child abuse can have major long-term effects on all aspects of a child's health and well-being. Children and young people are dependent on others for their survival and have a right to be protected and to have someone who will act on their behalf. If you are a member of the public you may first like to discuss your concerns with someone who works with children and families, such as your health visitor, social worker, school nurse or teacher (as all schools have a teacher responsible for child protection).

**Please act promptly!.**

**To report a concern if you are a member of the public:**

**During office hours**

You can call Children's Social Work Services on **01484 414960** (Monday to Friday 9am to 5pm).

You can also discuss your concerns with someone who works with children and families, e.g. your health visitor, social worker, school nurse or teacher (all schools have a teacher responsible for child protection).

### **Out of office hours**

If you think a child is in immediate danger please call the police on 999

**To report a concern if you work with children or young people (either paid or unpaid):**

### **During office hours**

Call the Duty and Advice team on **01484 414960** (Monday to Friday, 9am to 5pm).

### **Out of office hours**

If the issue can't wait until the next working day please contact the Children's Emergency Duty Team on **01484 414933** and provide us with as much information as possible.

Duty & Advice email is [DutyAdvice.Admin@kirklees.gov.uk](mailto:DutyAdvice.Admin@kirklees.gov.uk), however a phone call to Duty & Advice is required prior to any decision of submission of the **contact form**.

### **Contacting Kirklees Children's Services Duty and Advice Team**

A new process has been implemented in Duty and Advice which went live on 11th October with the key focus on partners calling the Duty and Advice Team and having a conversation with a Social Worker about the concerns they have about a child and their family.

A simplified contact form to replace the existing MARF has been produced. To help partners understand what the Duty and Advice Team need to know during this call we have produced a flow chart attached to the Contact Form. Prior to making a call to Duty and Advice, partners need to gain consent from families to contact Children's Services, unless to do so would put a child at risk of further harm. A Social Worker in Duty and Advice is able to talk to partners about how to gain consent, but is not allowed to share information or offer advice about a family without consent.

Please be aware that Kirklees Duty and Advice will no longer be accepting MARF's and contact forms should only be sent following agreement that this has been agreed with the Duty and Advice Social Worker.

**To contact Duty and Advice please call 01484 414960**

View the document **here**.

**Enquiries needing an immediate response:**

- When it is felt a child or young person is at immediate risk of harm
- When a child protection investigation is needed (because of physical sexual and emotional abuse or chronic neglect)
- When a child or young person needs an immediate mental health assessment

**Enquiries which can wait until the next working day:**

- When a professional or practitioner would like to make contact with Children's Social Work Service to have a conversation about a concern they have for a child that might lead to a referral – but the child or young person is not at immediate risk of harm
- When a professional or practitioner would like to pass on a message to a social worker or other social work practitioner
- Any issues around contact arrangements between children and their parents

**Who to talk to if you are a child**

If you have been hurt by anybody, or an adult or another young person has done something that makes you feel upset or scared, it is important that you tell somebody so that you can get the support and protection you need.

You can contact **Children's Services on 01484 414960** (Monday to Friday 9am to 5pm), you don't need to give your name if you don't want to. Or you can speak to someone at **Child line on 0800 1111** (calls are free and confidential), or through their [website](#).

## **43. Human Trafficking & Modern Day slavery**

### **CHILD TRAFFICKING AND MODERN DAY SLAVERY**

This page brings together some of the wide variety of resources that now exist to help professionals working with children who may have been trafficked, including guidance, policy and referral information. If you are aware of any useful resources that we have not included here, please contact the KSCB.

The Home Office predicts that there may be as many as 13,000 victims in the UK alone. There is no typical victim of trafficking or slavery. Victims can be men, women and children of all ages and cut across the population, but it is normally more prevalent amongst the most vulnerable, minority or socially excluded groups who rarely come forward to seek help due to language barriers, threats, fear of traffickers and / or fear of being criminalised

Traffickers use force, deception, or coercion to lure their victims and force them into labour, criminality or sexual exploitation. They look for people who are susceptible for a variety of reasons, including psychological or emotional vulnerability or economic hardship. The trauma caused by the traffickers can be so great that many may not identify themselves as victims or ask for help, even in highly public settings.

There are several broad categories of exploitation linked to human trafficking, these can include:



- Sexual exploitation
- Forced labour and domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation - CSE
- Criminal Exploitation - forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- Forced marriage

**The National Referral Mechanism (NRM)** is a framework for identifying victims of human trafficking and ensuring they receive the appropriate protection and support. The NRM is also the mechanism through which the Government collects data about victims. This information contributes to building a clearer picture about the scope of human trafficking in the UK. The NRM was introduced in 2009 to meet the UK's obligations under the Council of European Convention on Action against Trafficking in Human Beings. At the core of every country's NRM is the process of locating and identifying "potential victims of trafficking" (PVoT). The NRM grants a minimum 45-day reflection and recovery period for victims of human trafficking. Trained case owners decide whether individuals referred to them should be considered to be victims of trafficking according to the definition in the Council of Europe Convention.

The [NRM form](#) is submitted online.

During the NRM period potential victims are supported by Unseen via our [women's](#) and [men's](#) safehouses and [outreach](#) projects.

To learn more about the NRM please visit the [National Crime Agency Website](#)

### **Barnado's therapeutic Group Work - For Trafficked Children**

The Therapeutic Group Work Programme is aimed at children who are suspected of being internally trafficked for exploitation.

It's a six week group work programme with a maximum of 6 per group that provides therapeutic activities which can help develop:

- Resilience
- Sense of self-worth & positive value to others
- Emotional Intelligence
- Aspirations

For an [overview](#) please click here.

For the [referral form](#) please click here.

To print off the [poster](#) please click here.

### **Reporting Suspicion**

Any Kirklees Council Officer or partner agency can report a suspicion of Human Trafficking and Modern Slavery via this link:

**[www.kirklees.gov.uk/reporhumantrafficking](http://www.kirklees.gov.uk/reporhumantrafficking)**

If you feel it is an emergency a threat to life or criminal activity you should ring 999 or if you feel there is an adult or child at risk of harm, please follow your safeguarding procedures.

If you have a suspicion something isn't right and an adult or a child may be a victim it is important you report. No matter how small the piece of information may be, it could be essential in building up a picture and safeguarding a potential victim.

Modern Slavery Helpline 08000 121700 <https://www.modernslaveryhelpline.org/>

Guidance on how to spot the signs and short films are available on the following links:

<https://www.modernslaveryhelpline.org/information/report>

[Human Trafficking & Modern Day Slavery Resources - including awareness films](#)

<http://www.gla.gov.uk/publications/resources/glaa-videos/glaa-horse-trading/>

#### **Kirklees Child Trafficking Procedures**

- [West Yorkshire Safeguarding Board Procedures](#)
- [Human Trafficking and First Responder Procedure for Kirklees](#)
- [Trafficked Children points to consider](#)
- [National Referral Mechanism referral form](#)
- [Child Trafficking NSPCC Advice line](#)
- [The Palermo Protocol](#)
- [Duty to notify](#)

This is the link to the MS1 form [www.gov.uk/government/publications/duty-to-notify-the-home-office-of-potential-victims-of-modern-slavery](http://www.gov.uk/government/publications/duty-to-notify-the-home-office-of-potential-victims-of-modern-slavery)).

#### **Human Trafficking Leaflets and Posters**

- Human Trafficking [Leaflets](#)
- Human Trafficking [Posters](#)

#### **Useful Contacts and Links**

- Call the Police – 101 or in an emergency 999
- Speak to Safeguarding at Kirklees Council on 01484 414960  
email: [DutyAdvice.Admin@kirklees.gov.uk](mailto:DutyAdvice.Admin@kirklees.gov.uk)
- Kirklees Emergency Duty Service 01484 414933 (outside office hours)
- Call Crimestoppers anonymously on 0800 555111
- Independent Anti-Slavery Commissioner - Links to [useful resources](#)

#### **44. Children Missing from Education**

□ Ensure that any child, young person or individual with additional needs going missing either from education, home or care home, particularly if repeated, is reported to the appropriate authority. All relevant staff are asked to complete registers and follow up unauthorised absences following the relevant College Attendance Strategy, policy and procedure.

□ Students who are absent, abscond or go missing during the college day can be vulnerable and at potential risk. Staff will follow the college's procedures for dealing with learners who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future.

## **Children who go missing from home or care**

Safeguarding and promoting the welfare of children is a key duty on local authorities. Children running away and going missing from home, care or view is a safeguarding issue. The DfE published new statutory guidance in January 2014 which primarily addressed the responsibilities on Local Authorities to children who run away or go missing from home care or view.

### **Statutory guidance on children who run away or go missing from home or care**

#### **Definitions of missing**

**Absent:** a child not at a place where they are expected or required to be.

**Missing:** a child reported as missing to the police by their family or carers.

**Missing from care:** a looked after child who is not at their placement or the place they are expected to be (e.g. school) and their whereabouts is not known.

**Away from placement without authorisation:** A looked after child whose whereabouts is known but who is not at their placement or place they are expected to be and the carer has concerns or the incident has been notified to the local authority or the police.

**Safe & well check:** A return interview can sometimes be confused with a Safe and Well check. Whilst both of these should be conducted when the missing child/young person is found they are not the same. A safe and well check is carried out by the police to establish whether the child has come to any harm whilst missing. This is in line with police duties to 'protect life and investigate crime'.

#### **Kirklees Missing Children Strategy 2017-19**

Click [here](#) for the Kirklees Missing Strategy 2017-19

#### **Kirklees Missing Children Procedures**

##### **Local Kirklees Missing Children Procedure**

##### **West Yorkshire Safeguarding Board Procedures 1**

##### **Forms**

##### **Appendix 1 - Missing Risk Assessment**

##### **Appendix 2 - Missing/Absent Incident Form**

##### **Appendix 3 - Missing Professional's Meeting & Risk Management Plan**

#### **Useful Information**

##### **Statutory Guidance - Missing From Care**

##### **Missing People - Help us Find someone**

##### **College of Policing - Missing Person Investigation**

##### **Children Missing From Education**

## **45. Domestic Abuse**

**Domestic abuse** has a major impact on children, young people, adults and communities in Kirklees. Children are present in a third of local domestic abuse incidents and girls aged between 16 and 19 years are increasingly at risk. Domestic abuse affects people from all communities and backgrounds and victims are often

affected by other complex issues such as poverty, mental ill health, alcohol and drug misuse and poor parenting.

Domestic abuse is a priority for Safer Kirklees and has been identified as a key theme in the Safer Kirklees Partnership Plan. Local partners have adopted an integrated approach to implementing strategies to address domestic abuse and linked areas of work around forced marriage, child sexual exploitation and human trafficking.

Please see the below for more information

#### **Domestic Abuse Services available:**

- **Pennine Domestic Violence Group - Guide to Services**

#### **Useful Links:**

- Kirklees Council Domestic Abuse  
Webpage: <http://www.kirklees.gov.uk/beta/domestic-abuse/index.aspx>
- Click here for the **One Minute Guide - Domestic Abuse Services**
- Click here for the **Kirklees Domestic Abuse Strategy 2015-18**
- Click here for the **Domestic Abuse Strategy Partnership Terms of Reference**
- Click here for the **Domestic Abuse Easy Read Guide**
- Click here for information about the **Daily Risk Assessment Management Meeting (DRAMM) and Multi-Agency Risk Assessment Conference (MARAC)**
- Click here for the **Domestic Abuse - An Easy Read Guide**
- Click here for the **Domestic Abuse - British Sign Language**
- Click here for the **Violence Against Women and Girls - National Statement of Expectations**
- Domestic Abuse: Statutory Guidance  
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance/domestic-abuse-draft-statutory-guidance-framework>

#### **What to do if you are worried about a child**

If you think a child in Kirklees is being abused or mistreated or you have concerns about a child's well-being you should call and speak to someone at one of the following numbers:

**Kirklees Emergency Duty Service:** 01484 414 933 (outside office hours)

**NSPCC Helpline:** 0808 800 5000

**NSPCC Email:** [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**NSPCC test:** 88858 (free service)

**NSPCC Online Form**

## **46. Prevent**

### **What is prevent?**

**The National Prevent Strategy**, published by the government in 2011, is part of the UK's overall counter-terrorism strategy known as **CONTEST**. The aim of the Prevent Strategy is to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

1. Challenging ideology that supports terrorism and those who promote it;

2. Protecting vulnerable individuals from being drawn into terrorism through appropriate advice and support
3. Supporting sectors and institutions where there is a risk of radicalisation

### **Stop Terrorists and Extremists online presence**

Tackling extremist material is important to protect the public and prevent offences that incite or promote terrorism and extremism. From Friday 15th April at 7.00am, a 36 hour period of intensive activity will take place in the Counter Terrorism Intranet Referral Unit (CTIRU) as part of the STOP Terrorists' & Extremists' Online Presence campaign.

The internet and social media provides many opportunities for those with extreme views to target young or vulnerable individuals. The Counter Terrorism Internet Referral Unit put considerable effort into removing terrorist and extremist material however communities defeat terrorism, which is why we must maintain the strong relationship between the public and police. Police depend on information from the public in our efforts to keep us all safe and we are asking anyone who has concerns about online content to report it by clicking the STOP Terrorists' & Extremists' Online button.

### **Report Online Terrorist & Extremist Material Here**

### **Prevent Duty**

Section 26 of the Counter Terrorism and Security Act 2015 placed a statutory duty on specified authorities to have due regards to the need to Prevent People from being drawn into terrorism.

Specified authorities outlined within this duty include Local Authorities, Police Schools, Further and Higher Education, Health, Prisons and Probation.

The Prevent duty was introduced on 1 July 2015 to ensure that authorities have a consistent approach to the delivery of Prevent across the UK and to enhance efforts to prevent terrorism by responding to the ideological challenge of terrorism and dissuading people from travelling to Syria and Iraq.

### **Prevent duty guidance**

### **The Kirklees Approach to Prevent**

The Kirklees Prevent Strategy tackles all forms of extremism and contributes towards the delivery of the "Protecting people from serious harm" theme within the Kirklees Community Safety Partnership Plan. This theme requires significant collaborative working between the Community Safety Partnership and the Safeguarding Boards for Adults and Children. In common with other areas (such as

Human Trafficking and Child Sexual Exploitation) within this theme, the Kirklees Prevent Strategy recognises that there is no single factor to radicalisation and that vulnerabilities in individuals, along with a lack of protective factors can make an individual vulnerable to radicalisation.

- **Prevent Tragedies**
- **Kirklees Safeguarding Adults Board**
- **Kirklees Safeguarding Children Board**
- **Safer Kirklees - Community Safety Partnership**
- **Community Safety Partnership Strategic Plan**

### **What Channel Is**

“Channel is a multi-agency safeguarding programme run in every local authority in England and Wales. It works to support vulnerable people from being drawn into terrorism and provides a range of support such as mentoring, counselling and assistance with employment support etc. Channel is about early intervention to protect vulnerable people from being drawn into committing terrorist-related activity and addresses all types of extremism.

If an individual is referred to Channel, participation is voluntary. It is up to the person, or their parents (for children aged 17 and under), to decide whether to take up the support it offers. Channel does not lead to a criminal record.

The Kirklees Channel panel is chaired by Jo Richmond, Head of Safe and Cohesive Communities and meetings are held every six weeks. For more information on the Kirklees Channel Panel or to discuss a concern please call Kirklees Prevent on 01924 483747.

- **Channel Duty Guidance**
- **Prevent Referral Guidance for Partners**

### **E-Learning**

#### **Channel general awareness**

The free training module will take about 25 minutes to complete.

The National College of Policing has produced a Channel e-learning guide that provides information on how Channel links to CONTEST through the Prevent strategy, provides guidance on how to identify people who may be vulnerable to radicalisation and how to refer them into the Channel programme.

#### **The Home Office e-learning Prevent**

The free training module will take about 45 minutes to complete.

The Home Office e-learning Prevent resource is aimed at individuals with responsibilities under the Prevent duty. The e-learning package is designed to help raise awareness of radicalisation and will help individuals to identify the signs that someone may be at risk of radicalisation and where to go for support.

## **Contact**

If you have a Prevent concern please contact the Prevent Hub on 01924 483747.

All other Prevent enquiries, including training, can be directed to the Prevent Hub email address [PreventReferrals@kirklees.gov.uk](mailto:PreventReferrals@kirklees.gov.uk)

## **47 SEND**

### **Special Educational Needs & Disabilities**

#### **Our Vision**

Our ambition for children with special educational needs and disabilities (SEND) is the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.

To achieve our ambition we will create a 0-25 SEND system that:-

- Enables children and young people to have the best possible start in life and achieve their potential;
- Supports children, young people and their parents to have high aspirations for the future, raising aspirations by not only thinking about what is possible now but thinking creatively about what could be possible in their life;
- Ensures that children and young people and their parents are actively involved in planning and decision making, both at an individual and strategic level, and have more choice and control over the support they receive;
- Provides joined up education, health and social care services, working together to enable children and young people to achieve the best possible outcomes;
- Ensures children and young people are effectively supported to prepare for adulthood, including employment, independent living, good health and participation in community life.

This vision is reflected in the Kirklees Joint Strategy for SEND. Please [click here](#) for further information.

#### **Further Information**

- **Guidance on use of Mental Capacity Act 2005**
- **mencap - The Voice of Learning Disability**
- **Kirklees Learning Disability Partnership Board** - This website is for people with a learning disability who live in Kirklees. The families and friends of people with a learning disability and the professionals supporting them may also find it useful to get help with:
  - Getting Support
  - Out and About
  - Your Health and Keeping Safe
  - Learning, Work and Money
  - Housing
- **Local Offer for support for children with SEND**
- **Special educational needs and disability code of practice: 0 to 25 years**

## **48. Unaccompanied Asylum Seekers and Supported Children**

### **Introduction**

Every day children arrive in this country from overseas. Most of these children do so legally in the care of their parents and do not raise any concerns for statutory agencies. However, evidence indicates that a number of children are arriving into the UK:

- In the care of adults who, whilst they may be their carers, have no **Parental Responsibility** for them;
- In the care of adults who have no documents to demonstrate a relationship with the child;
- Alone; or
- In the care of agents.

Evidence shows that unaccompanied children or those accompanied by someone, who is not their parent, are particularly vulnerable. These children (and their carers) will need assistance to ensure that the child receives appropriate care and accesses health and education services.

A small number of children who arrive from abroad may be exposed to the additional risk of commercial, sexual or domestic exploitation. For further information please see **Safeguarding Children who may have been Trafficked** and **Safeguarding Children and Young People from Child Sexual Exploitation: Policy, Procedures and Guidance**.

### **Purpose**



The purpose of this guidance is to assist staff in all agencies to:

- Understand the issues which can make children from abroad particularly vulnerable;
- Be able to identify children from abroad who may be **In Need**, including those who may be in need of protection;
- Be confident of the action they should take in accordance with their responsibilities.

## **Principles**

There are some key principles underpinning practice within all agencies in relation to unaccompanied children from abroad or those accompanied by someone who does not hold Parental Responsibility. These are:

- Never lose sight of the fact that children from abroad are children first - this can often be forgotten in the face of legal and cultural complexities;
- Children arriving from abroad who are unaccompanied or accompanied by someone who is not their parent, should be assumed to be a **Child in Need** unless assessment indicates that this is not the case. The assessment of need should include a separate discussion with the child in a setting where, as far as possible, they feel able to talk freely;
- Assessing the needs of these children is only possible if their legal status, background experiences and culture are understood, including the culture shock of arrival in this country;
- Workers must be prepared to actively seek out information from other sources;
- When completing assessments, take care not to "interrogate" the child; and
- Where interpreters are required, it is important that they are screened and trained.

To view the complete procedure document and guidance, please **[click here](#)**

## **49. Young People and Alcohol**

### **Young People and Alcohol - Essential Information for Social Workers. A Pocket Guide - British Association of Social Workers 2012.**

This guide seeks to support social workers in their practice with young people who drink alcohol and whose use of alcohol is excessive or problematic. It will also be relevant for other social and health care professionals. The information in the guide should be supplemented by further reading and learning.

Printed copies can be ordered from **[www.basw.co.uk](http://www.basw.co.uk)**

## **Children, Families and Alcohol Use - Essential Information for Social Workers. A Pocket Guide - British Association of Social Workers 2012.**

This guide aims to support social workers in their practice with people who use alcohol and who have families. While it focuses on preventing alcohol related harm to children, harm to other dependents is an increasing area of concern for social work. This guide may be relevant to other social care and health professionals. Information in this pocket guide should be supplemented by other learning and reading.

Printed copies can be ordered from [www.basw.co.uk](http://www.basw.co.uk)

### **50. Information Sharing**

The following procedures and guidance clarify the rules about information sharing.

#### **Local procedures**

Practitioners should familiarise themselves with chapter 2.5 of the West Yorkshire Consortium Safeguarding Children Procedures on [Information Sharing and Confidentiality](#).

#### **Government guidance**

The updated guidance for managers and practitioners 2015 can be located on the Government website and includes information on the 7 Golden Rules.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

### **51. Single Assessment**

#### **What is the Single Assessment?**

The Single Assessment replaces the EHA (Early Help Assessment), the Initial Assessment and the Core Assessment.

The Single Assessment is in two parts.

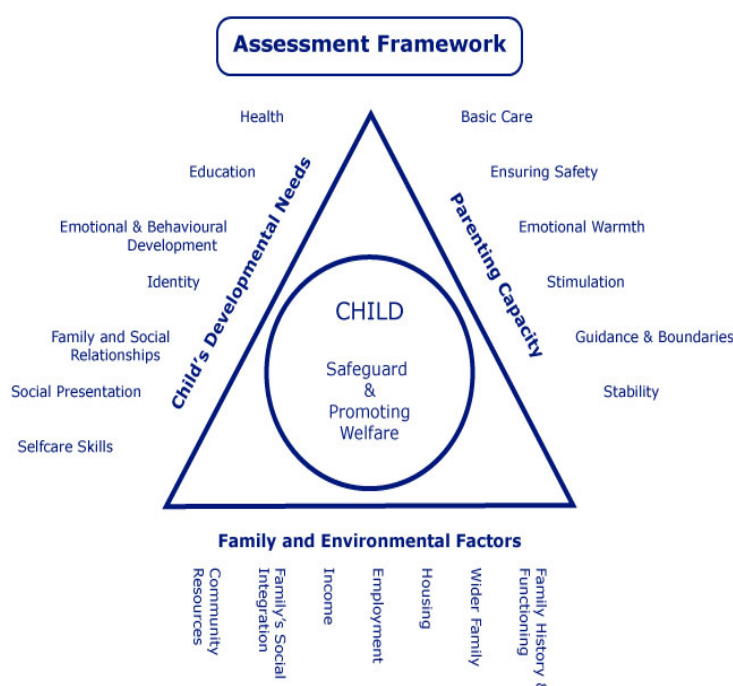
Part One replaces the Early Help Assessment and Part Two replaces the Initial and Core Assessments.

Part Two is only completed by qualified social workers but if you identify additional needs for a child that do not meet the threshold for intervention by social workers then you may be asked to complete Part One of the Single Assessment.

Children who have additional needs may require extra support to help them in the following areas:

- The child's developmental needs;
- The parents' or caregivers' capacity to respond appropriately to those needs; and
- The wider family and environmental factors.

These areas are known as the three domains of the Assessment Framework and are sometimes depicted as a triangle:



Practitioners should complete Part One of the Single Assessment for a child if they recognise that the child / young person has needs that are not being met and they cannot provide the required help.

For more information on the Single Assessment and how this fits into Social Care processes you may wish to view this **Prezi Presentation** which takes you through all the recent changes.

## Single Assessment Paperwork

The paperwork for the single assessment Part One can be found below.

**The Registration / Referral form** MUST be signed by a parent to indicate that they have given consent for the assessment and intervention and sent to the Referral and Response Service or Early Help Team so that this can be logged and you can be allocated an Early Help Co-ordinator.

**The Assessment form** must be completed as fully as possible from a multi-agency perspective.

**The TAF Support Plan** replaces the Early Help Plan and outlines the individuals involved in the Team Around the Family (TAF) and the outcomes you want to achieve for the child(ren). Please be clear and SMART in your objectives.

### **Single Assessment Guidance**

The **Guidance** has been developed to explain the relationship between Part's One and Two and Children's Social Care. The guidance contains processes for the escalation and de-escalation of cases.

### **Continuum of Need Response Framework**

The Kirklees Children's Continuum of Need and Response (CoNR) Framework is the local model to assist all those whose work brings them into contact with children, young people and their families to identify the level of help and protection required to assist children to grow up in circumstances that achieve their best outcomes.

This **document** outlines some of the most common indicators of need and risk that practitioners will come across in their work with families, and provides a multi-level framework for practitioners to use in responding with service provision and ensuring both need and risk reduce.

### **Team Around the Family Checklist**

**TAF: Lead Professional Checklist** (if you would prefer this in Word document format please let us know)

**Single Assessment part 1 form - Good example**

**Team around the family (TAF) support plan - Good example**

**Strengthening families model**

**Three houses Child protection risk assessment tool**

**My world triangle**

## **52. Duty and Advice Team**

All referrals regarding a concern for a child whether they are at the Early Help, Child in Need or Child Protection level should now go through the Duty and Advice Team which also includes workers for the Early Intervention Service.

They can be contacted on 01484 414960 and [DutyAdvice.Admin@kirklees.gov.uk](mailto:DutyAdvice.Admin@kirklees.gov.uk) . Please do not email in concerns that are of a child protection nature, these must be telephoned through on the number given.

### **Support from EHA Co-ordinators and Helpdesk**

Kirklees EHA Co-ordinators are still available to support practitioners in undertaking the role of authoring an Early Help Assessment and being the lead professional. Advice and support on all aspects of the EHA process is available through the EHA Helpdesk on 01484 456823 or by email [EarlyHelpAccessTeam@kirklees.gov.uk](mailto:EarlyHelpAccessTeam@kirklees.gov.uk)

## Further Training

If you would like further training on thresholds and the levels of need please book onto the KSCB Working Together to Safeguard Children Course, if you would like to increase your confidence in the skills required to undertake assessments, engage with and challenge families and write SMART, effective plans then please book onto the KSCB Safeguarding Skills Course.

To book on this course please login to the KSCB Course Management system [here](#)

### 53. Local Authority Designated Officer (LADO)

All allegations about people who work with children, in statutory or voluntary organisations, must be referred to the Local Authority Designated Officer (LADO).

A referral to the LADO **must** be made within 24 hours if there is information about a person indicating they have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

If there is an allegation with regard to someone who works with children about children they care for in another capacity then this potentially has implications for their professional role and must also be referred to the LADO.

Any allegation can require potentially three different enquiries: a police investigation; a child protection enquiry; and a disciplinary enquiry. The LADO will ensure that enquiries are managed appropriately and that information is shared between the police, social care and the employer. The LADO will discuss with the employer how the person who the allegation is about will be supported and managed whilst enquiries are being undertaken and how children will be kept safe whilst enquiries are ongoing. If it is evidenced that someone is unsafe to work with children the LADO will ensure required actions have been taken including, when necessary, referring to the Independent Safeguarding Authority.

On occasions someone who works with children can behave in a way that causes their colleagues or management anxieties. Such behaviours may include the failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child; inability to make sound

professional judgements which safeguard the welfare of children; failure to understand or recognise the need for clear personal and professional boundaries in his or her work; behaved in a way in his or her personal life which could put children at risk of harm; become the subject of criminal proceedings not relating to a child.

**Anyone with concerns about a person's suitability to work with children should contact the LADO for advice and guidance.**

For LADO advice, information and referrals please complete the **LADO Referral Form** and return to [LADO.cases@kirklees.gov.uk](mailto:LADO.cases@kirklees.gov.uk) and the designated officer will contact you within 24 hours. The LADO can also be contacted in emergencies on 01484 221 126 or alternatively on 07875 297 860.

Professionals should also refer to the West Yorkshire Consortium Safeguarding Children Procedures at [http://www.proceduresonline.com/westyorkscb/chapters/p\\_alleg\\_staff.html](http://www.proceduresonline.com/westyorkscb/chapters/p_alleg_staff.html)

All allegations should be reported to the LADO. To access the LADO information leaflet click [here](#).

## **54. Multi-agency responses to serious domestic abuse**

Statutory agencies in Kirklees have established two multi-agency processes to respond to the most serious cases of domestic abuse in Kirklees:

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### **Daily Risk Assessment Management Meeting (DRAMM).**

The DRAMM is a daily (Monday-Friday) meeting of a small number of agencies that discuss police incidents and MARAC referrals from the previous 24 hours (72 hours on a Monday). DRAMM agencies share information about victims, perpetrators and children, conduct a risk assessment and implement a safety plan that will include an offer of appropriate services for victims, perpetrators and any children that may be affected by the abuse.

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### **Multi-agency Risk Assessment Conference (MARAC).**

MARAC is a fortnightly meeting of 18 agencies that discuss high risk cases that have been referred by the DRAMM. MARAC agencies meet to share information about victims, perpetrators and children; conduct a risk assessment and review the safety

plan that was developed and implemented by the DRAMM; and consider if additional actions are required to improve victim safety.

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DRAMM-MARAC does not replace existing case management or safeguarding responsibilities, but provides an opportunity to consider if all that could be done, is being done to support high risk victims of domestic abuse. This improves agency accountability; and support for staff involved in high risk domestic abuse cases

Practitioners from **all** agencies should refer **high risk** cases to MARAC.

To determine if a case is high risk, practitioners will need to complete a **Domestic Abuse, Stalking and Harassment and Honour Based Violence (DASH 2009)** risk assessment with the victim. If the risk assessment score is 14 or more, or a professional feels that the case includes features that are particularly high risk (such as attempted strangulation), the MARAC threshold has been met and a referral to MARAC should be made.

High risk cases should be referred using the **DRAMM MARAC referral form**. This form, and DASH, should be sent by secure email to - [MARAC@kirklees.gov.uk](mailto:MARAC@kirklees.gov.uk)

Referral information is shared with the Independent Domestic Violence Advisor (IDVA) Service and all agencies that attend MARAC and are signatory to the **MARAC and DRAMM Information Sharing Protocol**. Agencies will then search their records to enable them to provide relevant and proportionate information to the MARAC meeting.

Referring agencies are invited to attend DRAMM-MARAC to discuss their case. The schedule of DRAMM-MARAC meetings for 2017 is available **here**.

## **DRAMM-MARAC in Kirklees**

Safeguarding high risk victims of domestic abuse and their children

The Multi-Agency Risk Assessment Conference (MARAC) is a regular meeting where local agencies share information about high risk domestic abuse victims and work together to develop a risk focused, co-ordinated safety plan to safeguard the victim and their children.

This briefing provides an overview of the process for:

- Identifying high risk cases of domestic abuse
- Making referrals into DRAMM-MARAC
- Safety planning at DRAMM-MARAC meetings

- Providing feedback to victims and professionals

Attendees at this briefing would be expected to have a basic awareness of domestic abuse.

### **Further information**

If you need any further information about the DRAMM-MARAC process, or to discuss a case, please contact the MARAC Coordinator, Chani Mortimer, on 07977 986744 or email to [MARAC@kirklees.gov.uk](mailto:MARAC@kirklees.gov.uk)

### **Further Support for Domestic Abuse**

Professionals and individuals can access support for domestic abuse cases via the Pennine Domestic Violence Group 24 hour freephone Helpline - 0800 0527222.

Referrals for Sanctuary support should be forwarded to [sanctuary@pdvg.co.uk](mailto:sanctuary@pdvg.co.uk).

The Integrated Domestic Abuse Team provide early intervention and support for victims of domestic abuse and their children. Any new referrals to IDAT please send to [MASH@kirklees.gov.uk](mailto:MASH@kirklees.gov.uk)

### **55. Private Fostering (Looking after someone else's child)**

**What is private fostering?**

**What are the rules governing private fostering?**

**What are the responsibilities of local councils?**

**What are the responsibilities of professionals?**

**What will Kirklees Local Authority do once they have been notified of a private fostering arrangement?**

**What are the responsibilities of birth parents?**

**What are the responsibilities of a private foster carer?**

**How can private foster carers get support?**

**Further information**

**What is private fostering?**

Private fostering is very different from the care of children provided by local councils through approved foster carers. The child would not be one that is looked after by the local council under the Children Act 1989.



Children under 16 (or 18 if disabled) are classed as privately fostered when they are cared for on a full-time basis by adults, who are not their parents or a close relative, for a period of 28 days or more.

A close relative is defined as grandparent, brother, sister, step parent or uncle (brother of one's father or mother, an aunt's husband) or aunt (sister of one's father or mother, an uncle's wife).

Usually a birth parent chooses and arranges private foster placements, which could take many forms. These include children coming from abroad to access the education and health systems, children living with a friend's family after separation, divorce or arguments at home, teenagers living with the family of a boyfriend or girlfriend, or people who come to this country to study or work, but antisocial hours make it difficult for them to care for their own children.

It is estimated that about 10,000 children in England are privately fostered.

### **What are the rules governing private fostering?**

Privately fostered children are protected by the Children Act 1989 (Part IX) and associated regulations.

### **What are the responsibilities of local councils?**

Local councils have clear responsibilities and accountabilities towards privately fostered children. Responsibilities are discharged through a series of home visits and a link worker may be appointed to oversee the arrangement.

The purpose of home visits is to ensure that the children are well cared for in a safe and suitable environment. There may also be help and support available, through the local council and other agencies, to assist the carer(s).

If, however, the local council thinks that a placement is unsuitable, and the child could not be returned to the parents, then the council would have to decide what action to take to safeguard the child's welfare. This may include providing support to the carer, but may also, in some circumstances, mean taking the child into care.

### **What are the responsibilities of professionals?**

Studies show that local councils are often not notified when, by private arrangement, a child is being looked after by someone other than a relative. This means that social care departments may not be in a position to protect privately fostered children who are at risk of abuse or neglect. Professionals working with families have a responsibility to notify the Local Authority of any private fostering arrangements they become aware of.

Private foster carers are legally required to notify their council but many do not, or do not know that they have to. This means that social care departments are unable to check whether children are being properly cared for.

In Kirklees it is vital that the Local Authority is aware of such arrangements so that they can safeguard the welfare of potentially vulnerable children. Ideally, notification should come from the carer or parent, but professionals can also play an important role in identifying these arrangements and in getting key messages across to carers and parents who may be unaware of their responsibilities.

If you know that a child is being privately fostered, and you think that the local council is unaware, please notify the Local Authority or encourage the carer or parent of the child to do so. You will not be breaching confidentiality, and may help to secure the welfare of the child(ren) concerned. It is good practice to inform the carer and/or parent that you are making a referral, but not doing so should not delay your referral.

Any professional who becomes aware that a child is being privately fostered should make a referral to the Referral & Response Service based at Riverbank Court, Wakefield Road, Aspley, Huddersfield, HD5 9AA 01484 414960. A Single Assessment is not required.

### **What will Kirklees Local Authority do once they have been notified of a private fostering arrangement?**

Upon notification, it is up to the Referral and Response Service, in conjunction with other agencies, to satisfy themselves that the welfare of privately fostered children is promoted and that they are safe. The service also has to be satisfied that the private foster carers are suitable and ensure that the carers receive any support and guidance that they may need to help them care for the child.

The Referral and Response Service will conduct an assessment. Children, young people, parents and carers and professionals known to the child/young person will be involved in all aspects of the process.

Attention will be given to the suitability of the private foster carer and the assessment will also consider a range of other factors, such as:

- the suitability of the accommodation and of other members of the household
- health and safety matters
- emotional well-being
- educational and health provision
- cultural issues.

Safeguarding is given priority. The assessment takes account of Criminal Records Bureau (CRB) checks and searches with other agencies about all adult members of the household.

A child or young person can be removed from a private foster placement if there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

Although the primary responsibility for safeguarding and promoting the welfare of the child rests with the parent, the regulations are intended to help protect vulnerable children who are likely to be cared for longer term in households other than their own.

### **What are the responsibilities of birth parents?**

- Retain parental responsibility; initiating and participating in all the decision making processes in the placement.
- Provide the prospective carer with as much information about the child as possible, including health records, dietary preferences, school records, hobbies, religion and ethnicity.
- If the prospective carer has not already done so, advise the local council of the private fostering arrangement.

### **What are the responsibilities of a private foster carer?**

- Advise their local council of their intention to foster a child at least six weeks in advance or, where an emergency placement is made, within 48 hours of the child's arrival.
- Notify their local council when a child leaves their care, stating why and giving the name and address of the person into whose care the child has been moved.

### **How can private foster carers get support?**

Private foster carers may approach their local council for help and support with looking after the child(ren) in their care.

- There may, in certain cases, be financial help available through 'Section 17' assistance for children deemed to be 'in need.' (Section 17 refers to the part of the Children Act which provides for such assistance, which may include a range of support services or, exceptionally, cash.)
- There may be local support networks for carers.
- Carers may be able to claim social security benefits such as Child Benefit and possibly Income Support or Job Seekers Allowance if in receipt of Child Benefit. Enquiries should be made to the carers' local Benefits Agency Office.

### **Further information**

The following information leaflets are available:

**Essential facts about private fostering - Information and Advice for Professionals**  
**Somebody Else's Child - Information for Parents and Carers**

The following poster is available to be downloaded and displayed in your Reception area.

**Somebody Else's Child Poster**

**56. KIRKLEES COLLEGE FREEDOM OF SPEECH & GUEST SPEAKER  
CODE OF PRACTICE**

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## 1. INTRODUCTION

Freedom of speech and expression is an important feature for all colleges and educational institutions, where the freedom to express ideas and opinions is a fundamental principle.

At the same time, all such freedoms are subject to limitations under the law, to protect the rights and freedoms of others.

All colleges have certain legal and regulatory obligations to protect freedom of lawful speech and expression and this code of practice acknowledges the fundamental right of freedom of speech.

Those legal obligations are found in the Education Act 1986, the equality Act 2010 and the Counter Terrorism and Security Act 2015.

Student and staff welfare is at the heart of the College's policies and protocols. The freedom to express views can sometimes be tempered with the need to protect students, staff and communities from risk of harm. The College therefore needs to ensure that, where there is potential for these rights to come into conflict with external speakers, appropriate actions are taken to mitigate those risks and ensure the safety of College members and the wider community.

Though relatively few in number, external speakers at FE Colleges can create a disproportionately negative reaction from the media and other sectors where they are seen to contravene aspects of the Equality Act or where they 'impose' prior conditions to their talk such as a requirement for segregated audiences.

This code of practice is designed primarily to support the safeguarding and well-being of students and staff and to also reduce the risk of adverse publicity for the College.

This code of practice should be used in conjunction with the following:

- Safeguarding Guidance

- Student Charter: Equality Guidance; Code of Behaviour; Bullying & Harassment Guidance; Use the internet safely; Keeping Safe: A guide to safeguarding for students
- Positive Behaviour procedures
- Staff Disciplinary, Grievance and Dismissal Procedures
- Code of Conduct, Values and Behaviours
- Health and Safety Procedures
- 

### Values and Behaviours

The College holds that all staff, students and volunteers should commit to and uphold the following:

- Excellence: Pursuit of Excellence: to be the best that we can be as professionals, departmental teams and as a College
- Integrity: Integrity, transparency, fairness and honesty in our management and communications
- Equality :Active promotion of the College Equality and Diversity policy
- Respect: Respectful and supportive behaviour towards each other, our students and our community
- Care: Playing our part creating a Caring environment that is safe, healthy, supportive and student responsive
- Efficiency: Value for public money and Efficient in the use of all resources
- Innovation: Promoting an environment where Innovation and creativity are encouraged.

#### 1. Code of conduct statement.

- The Counter Terrorism and Security Act 2015 requires all further education institutions to have policies and procedures in place for the management of events held on their premises.
- The policies and procedures must apply to all staff, students and visitors.
- The Education (No 2) Act 1986 (the “Act”) requires every individual and body of persons concerned in the governance of any further education institution to take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for students and employees of the institution and for visiting speakers.

- There is also a requirement that, so far as is reasonably practicable, the use of College premises shall not be denied to any individual or body of persons on grounds connected with the beliefs or views of that individual or any member of that body, or with the policy and objectives of that body.
- The Act further requires the governing body of the institution to issue a code of practice setting out the procedures to be followed by students and employees of the establishment in connection with the organisation of meetings and other activities which are to be held on College premises and the conduct required of such persons in connection with any such meeting or activity.
- Every individual and body of persons concerned in the governance of the College is required to take such steps as are reasonably practicable (including where appropriate the initiation of disciplinary measures) to secure compliance with the code of practice.
- In addition, clear guidance is required to students, staff, governors and external agencies as to how the College manages freedom of speech as part of its Prevent Duty Guidance and in line with the Counter-Terrorism and Security Act 2015.

## 2. Scope of the code of practice.

This code of practice applies to all members of Kirklees College, which includes:

- Members of the governing body
- All employees of the College and any subsidiary companies and other organisations/bodies undertaking duties on its behalf
- All students of the College (whether full or part-time) throughout the period

in which they are formally enrolled at the College

- The Students' Union and any of its societies, clubs or associations
- All persons invited to speak or otherwise take part in events to be held on the

College's premises in accordance with the provisions of this Code.

References in the Code to “the College's premises” mean those premises over which the College exercises some degree of control (whether or not those premises are owned by the College)

### 3. Principles of the code of practice.

The College will not suppress freedom to express controversial or unpopular views, provided that the expression of those views does not go beyond the articulation of points of view and specifically does not constitute incitement to riot, insurrection, racial hatred, religious hatred, sexual harassment or other activities which are likely to cause a breach of the peace or public disorder or otherwise to

be unlawful.

Whilst upholding the principles of freedom to express potentially controversial or unpopular views, the College will not permit its premises or resources to be used to promote or support radicalisation or extremism.

In considering whether to allow the expression of potentially controversial or unpopular views, the College shall also take account of its wider legal duties, in particular to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by law;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Every person to whom the Code's obligations apply is required to assist the College in upholding this Code of Practice.

Encouragement of terrorism and inviting support for terrorist organisations or activities are criminal offences. The College should not provide a platform for these offences to be committed.

The College shall take such steps as are reasonably practicable, including where appropriate the initiation of disciplinary measures, to secure compliance by groups or individuals with their obligations under this Code of Practice.

### 4. Operational implementation of the Code



The College has the right and the power to regulate and, if necessary, to impose conditions or restrictions upon events and activities taking place on its premises.

College managers and teaching staff are responsible for ensuring that the principles underpinning this Code are taken into account in the planning of teaching and learning activities.

In addition, any off-site event (i.e. one taking place away from the College's premises) held in the College's name or on its behalf must, as far as reasonably possible, be organised and managed in compliance with the principles underpinning this Code.

For any other events or activities (particularly meetings and demonstrations) which are not part of the approved academic course content or officially authorised business of the College where it is expected, or reasonably foreseeable, that the event/activity will raise controversial issues, prior approval for use of College premises and or resources must be secured in accordance with the Event Approvals Procedure which accompanies this Code.

## 5. Sanctions and Penalties

The College shall be entitled to take action, under the relevant disciplinary procedure, against any person who breaches this Code.

In addition, if an offence is allegedly committed at or in connection with an event or activity to which the provisions of this Code apply, the College may take steps to assist the police in identifying any persons committing offences with a view to appropriate action being taken against them.

## 6. Code Review and Amendment

The College shall, in accordance with its obligations under section 43 of the Education (No. 2) Act 1986, periodically review and, where necessary, update this Code. Review periods will be no longer than three years.

## 7. Procedures

The following procedure applies to events and activities which are not deemed (by the relevant College management teams ) to be part of the College's internally-authorised teaching and learning activity.

Formal approval by the College must be obtained, in advance, for any event to be held on the College's premises (whether or not an external speaker is involved) where it is expected, or reasonably foreseeable, that the event will raise controversial issues which may risk infringement of or non-compliance with the College's Code of Practice on Freedom of Speech.

Formal approval must also be obtained for any events which are college affiliated, funded or branded but which take place away from college premises.

Examples of such events include, but are not limited to, meetings or gatherings where the topics to be covered include social, political or religious issues which are known or can be reasonably expected to invoke fiercely opposing views.

To seek formal approval, the organiser(s) of the event must submit a written request (using the Event Request Form at Appendix 1) for consideration. The request must be submitted not less than 20 working days before the proposed date of the event, to a designated approving manager ; Assistant Principal Quality & Learner Experience. The AP Quality and Learner Experience may delegate to the Assistant Principal Student Experience.

In the event of any doubt as to whether a proposed event might require approval under this procedure, the organiser(s) of the event shall consult the approving manager or the delegated substitute at the earliest opportunity so that the correct procedures may be followed.

In considering whether to approve the event request, the approving manager or delegated substitute shall take account of actual and potential risks associated with the event, which may involve the completion of a formal risk assessment. The risk assessment will be carried out by Health & safety and the safeguarding team.

The approving manager or delegated substitute shall decide whether the request to hold the event is: approved, or approved with conditions, or rejected.

The approving manager or delegated substitute shall seek to provide written confirmation via email of their decision to the event organiser(s) within 5 working days of receiving the written request. However, the approving manager or delegated substitute may require more time to reach their decision; in such circumstances, the decision will be communicated as quickly as circumstances allow.

Reasonable grounds for refusal include, but are not limited to, consideration by the approving manager that the event may:

- incite those attending to commit a criminal act;
- lead to the unlawful expression of views including extremist views that risk drawing people into terrorism;
- be in direct support of an organisation which is proscribed or whose aims and objectives are illegal;
- be likely to give rise to a breach of the peace or other public disorder; or

- undermine the College's reputation or its values, or compromise its ability to comply with its legal and regulatory obligations as a charity and as a further education institution.

In determining whether the holding of an event on the College's premises might reasonably be refused, consideration will also be given to:

- the safety of persons attending the event and persons on the College's
- premises who might foreseeably be put at risk;
- the security of the College's premises; and
- the reputation of the College.

It is the ongoing duty of any person involved in organising a meeting or other activity, and also the duty of any person responsible for processing the booking of rooms in the College, to inform the Assistant Principal Quality & Learner Experience, or Assistant Principal Student Experience, or Head of Security, if there are reasonable grounds to believe that the activity may be disruptive, for example, by reason of:

- the status of the speaker;
- the nature of any of the subjects to be discussed;
- the views or beliefs (whether or not related to the activity) of any person attending;
- the coincidence of the activity with another activity;
- the personal safety or property of any person attending may be at risk by reason of their involvement in the activity;
- intimidation, duress, or harassment might be applied to any person in an attempt to prevent their attending the activity;
- the activity might be picketed.

If the decision of the approving manager or delegated substitute is to approve the request with conditions, or to reject the request, the organiser(s) shall be entitled to submit an appeal against the decision. Any such appeal must be submitted in writing to the College Deputy Principal.

The decision of the Deputy Principal shall be final and there shall be no further mechanism for appeal within the College.

In refusing an event request, the College shall have no liability to the organiser(s) of the proposed event for any costs or other obligations incurred by the organiser(s) in connection with the proposed event.

Authorised events must have named persons supervising the event.

While an event is in progress, the College shall have the right to require the organisers to terminate the event if the conduct of the event gives rise to concerns for the College that the safety of persons attending cannot be reasonably guaranteed, or that a breach of the law or a material breach of this Code or any of the conditions imposed in the event approval process is likely to occur.

## Request to book External Speaker

|  |  |  |                        |
|--|--|--|------------------------|
| Information about who is making the request.                   |  |  |                        |
| College member organising the event                            |  | Department and position                                |                        |
| Phone number <del>inc</del> extension                          |  | College e-mail   | @kirkleescollege.ac.uk |
| Number of attendees expected                                   |  | Is this a Students' union activity?<br>(please circle) | Yes / No               |
| Information about the event                                    |  |  |                        |
| Proposed date and start and end times                          |  | Proposed location                                      |                        |
| Purpose/topic of proposed event                                |  |  |                        |
| Proposed speakers/presenters                                   |  |  |                        |
| Is the event likely to attract media interest – if so why?     |  |  |                        |
| Information about speaker(s)/presenter(s)                      |  |  |                        |
| Full name  |  |  |                        |
| Home address   |  |  |                        |
| Telephone/mobile   |  | email  |                        |
| Occupation   |  |  |                        |
| Speaker's website, other social media links                    |  |  |                        |
| Where did you hear about this speaker?<br>Please give details. |  |  |                        |

## 57. PROCEDURE FOR DEALING WITH THE DEATH OF A STUDENT, EX-STUDENT OR PROSPECTIVE STUDENT

The aims of this procedure are:

- to provide support to the immediate family, where appropriate, and to staff and students of the college affected
- to prevent further distress to the family and students/staff of the college
  - to provide guidance to managers on administrative procedures to be adopted

### PLEASE NOTE:

*In the event of a reported student suicide, please do NOT make contact with the family in ANY WAY until authorised by an identified appropriate member of staff e.g. Deputy Principal, Assistant Principal Student Experience.*

### SECTION 1: PROCEDURE FOR A STUDENT WHO IS CURRENTLY ENROLLED

**1** The College Counselling Service will offer support to any students affected by the death of a fellow student. In addition, other members of the Student Support Team will be available to help, on request. Staff can access support via HR and Occupational Health.

**2 The member of staff who is first informed of the death should immediately:**

Inform (verbally)      The Head of Faculty

                                 The Duty Manager

#### Organiser's Declaration

I declare that the information provided here is, to the best of my knowledge, a true and accurate statement of intentions and requirements.

I/we understand and accept that this event request is made under the provisions of the College's Code on Freedom of Speech, and I/we agree to comply with that Code in the event that permission to hold this event is granted.

Signature(s) \_\_\_\_\_

In the case of a death occurring on a college trip or residential, the Party Leader should inform the relevant emergency services and Head of Faculty and Duty Manager.

### **3 The Head of Faculty should:**

- (a) Immediately inform the Principal and the appropriate Assistant Principal, who will (when the funeral details are known) arrange for flowers to be sent on behalf of the college (see below).
- (b) Request that SLT send a letter of sympathy to the next of kin (and to the employer, if student was sponsored on a release basis). Note: this should be the only official letter from the College – any others should be of a personal nature.
- (c) Immediately inform the Assistant Principal Student Experience of the circumstances of the death so that the Counselling Service and other relevant staff can be informed to ensure appropriate support is available to students.
- (d) Identify within College the most appropriate person to liaise with the bereaved family (e.g. Progress Coach, mentor, Personal Tutor, teacher), to:
  - Ask family what the funeral arrangements are and if they would like representation from the College
  - Ask if flowers would be appropriate, or a donation to a specific charity – make arrangements accordingly
  - Identify who will represent the College at the funeral if appropriate including student attendance:
  - Arrange transport if necessary (eg bus/car sharing) for staff /learners
  - Consider the need for a service /ceremony of thanksgiving / remembrance within the College or tutor group
- (e) Staff groups / individuals may wish to send separate cards / letters. Guidelines can *be found in the Appendix to this procedure*.
- (f) Inform the Head of Marketing (in case they are contacted by the press).
- (g) Inform Head of MIS who will ensure the necessary action is taken regarding all computerised and paper records, including all registers.

They will also ensure any outstanding debts are not invoiced to the student or employer.

- (h) Inform the Progress Coach / Mentor/ Personal Tutor attached to the student.
- (i) File the Student's Record in a suitable place away from other records of the group.

#### **4 The Progress Coach / Mentor/ Personal Tutor should:**

- (a) Inform any staff/students who might wish to attend the funeral of the arrangements, when known
- (b) Inform all staff who teach the student, including any support staff, requesting them to:-
  - Note the date of death on the student's record and complete a Withdrawal Form
  - Inform the Examinations Officer, giving the name of any awarding body with which student was registered and details of examinations entered
  - Inform the LRC, Student Finance, Admissions and any other relevant departments so that their records can be amended and no further contact is made
  - Inform any provider of a work placement currently being undertaken or due to be undertaken by this student and which has been organised by the College
  - Ensure that any belongings are reported to the Head of Faculty for return to the family in an appropriate manner.

### **SECTION 2: PROCEDURE FOR A STUDENT NOT CURRENTLY ENROLLED BUT WHO MAY HAVE ATTENDED WITHIN THE LAST 3 YEARS**

#### **1 The member of staff who is first informed of the death should immediately:**

Inform (verbally)     The Head of Faculty

#### **2 The Head of Faculty should:**



- (a) Inform the Head of MIS who will amend and archive all records relating to the student, including destination details and exam records, and ensure any outstanding debts are not pursued.
- (b) Inform the Head of Marketing, so that the student's name is removed from all mailing lists.
- (c) Inform the LRC and Assistant Principal Student Experience so that all relevant files are amended.
- (d) Note the death on student records and file these in a suitable place

### **SECTION 3: PROCEDURE FOR A PROSPECTIVE STUDENT WHO HAS APPLIED FOR A COLLEGE COURSE**

#### **1 The member of teaching or support staff who is first informed of the death should immediately:**

- (a) Inform Admissions.

#### **2 Admissions should:**

- (a) Ensure that the necessary action is taken regarding all computerised and paper records
- (b) Inform Heads of Faculty concerned
- (c) Inform the Head of Marketing so that the prospective student's name is removed from all mailing lists

The most recent copy of this procedure will be held on KC Share and is also available from the Assistant Principal Student Experience. Heads of Department should bring it to the attention of all their staff.

### **APPENDIX**

#### **Guidelines to consider when writing a letter to significant others (eg parents, partner, spouse) on the death of a student**

The following guidelines are intended to be helpful when composing a letter of condolence on the death of a student and have been produced at the request of staff who have experienced such a situation. Clearly there is scope for adapting the suggestions to personal style and to fit individual circumstances, but it is hoped that they will prove useful in the shock and stress following the news of a tragic incident.

*Extra care is needed in the case of a student suicide. Please see note at the beginning of this guidance.*

- Any letter should be written within one week after official confirmation of the student's death and should be addressed to the closest known relative(s) of the student. Where parents may be divorced or separated, a copy of the same letter should be sent to both parents, assuming that there was not known to be estrangement between the student and parent and that an address is available for both.
- Respect for the family's privacy should be paramount and staff should not contact the family directly (phone / text / e mail) in the first week of hearing of a student's death (unless they are a close family friend).
- Staff teams should organise a collective approach to communicating with the family which should be agreed with their line manager.
- In expressing sympathy, avoid using euphemisms for the student's death. Where appropriate a brief mention of the circumstances of the student's death could be included.

Eg *I/We were very sorry to hear of (student's name)'s (sudden) death (yesterday, on Saturday, on 4<sup>th</sup> March etc).*

*I am/We are aware that it will be little consolation at such a difficult time but would like to assure you that you are in our thoughts.*

- Some reference to the student's personal qualities and/or attributes as a student could be made, in terms of the loss to fellow students and staff who knew him/her and how he/she will be missed.
- Rather than have to trouble the bereaved relative(s) with a phone call, the request could be made that they or their representative might let the college know of any arrangements for funeral/memorial service etc.

Eg. *I/We would be grateful if you could let us know of any arrangements which may be made for the funeral, as I am sure there will be students and staff who would like to attend.*

*Please let us know if we can be of any assistance at this difficult time.*

*Yours sincerely*

*(Writer's name and designation)*

- If there are any further difficulties or doubts in composing such a letter or in dealing with the aftermath of a student's death, the College Counsellor or any member of the Student Support team will be happy to offer support or consultation.

## **58. PUBLIC INTEREST DISCLOSURE PROCEDURES (WHISTLEBLOWING POLICY)**

### **Policy Statement**

Kirklees College believes that an effective way of promoting and delivering a high level of service and encouraging propriety and transparency throughout the organisation is to enable staff to raise concerns internally in confidence about inappropriate behaviour in the operation of the College. This policy covers fraud, malpractice, maladministration, health and safety violations, criminal offences, miscarriages of justice, failure to comply with legal obligations or unethical conduct.

The policy:

- Applies to all members of staff, including workers, contractors, trainees, agency staff.
- Can be accessed via the College Intranet
- Is the responsibility of the Independent Clerk to the Corporation

NB The policy does not cover:

- matters relevant to the College's Disciplinary and Grievance Procedures,
- complaints from students or members of the public that do not fall within the scope of a public interest disclosure, for which the College's complaints procedures apply.

Anonymous information will be acted upon. However, the ability of the College to ask follow up questions or provide feedback will be limited if the whistleblower cannot be contacted.

Workers who make a disclosure anonymously should be aware that it means it can be more difficult for them to qualify for protections as a whistleblower as there would be no documentary evidence linking the worker to the disclosure.

Students or members of the public who make a complaint that falls within the definition Public Interest Disclosure will be afforded the same level of confidentiality and protection as that given to a member of staff. **Introduction**

The Nolan Committee on Standards in Public Life recommends that publicly funded bodies should institute Codes of Practice on what is commonly termed “whistleblowing”.

Kirklees College Corporation believes that an effective way of promoting and delivering a high level of service and encouraging propriety throughout the organisation is to have a policy enabling staff to raise concerns internally in a confidential fashion about fraud, malpractice, health and safety, criminal offences, miscarriages of justice, failure to comply with legal obligations or unethical behaviour. By these means, potentially damaging, dangerous or embarrassing matters can be dealt with and resolved internally. Such an approach should aim to strike a balance between the right of the individual to speak freely on a range of matters and the right of the College or colleagues to protect themselves against false and malicious accusations.

The purpose of the procedures is not to encourage complaints where they do not exist, but to re-emphasise the Corporation’s commitment to transparency, and propriety throughout all aspects of College life.

## **2 Definition of Whistleblowing**

Currently the most accepted definition of public interest disclosure or whistleblowing is:-

“the disclosure by an employee (or professional) of confidential information which relates to some danger, fraud or other illegal or unethical conduct committed within the workplace, be it by the employer or his fellow employees or other related third parties”.

The disclosure must be one that is “**in the public interest**” and may include:-

- Fraud and financial irregularities

- Serious malpractice or maladministration arising from the deliberate commission of improper conduct
- Unethical activities which may be of a criminal nature
- Dangerous acts or omissions which create a risk to health, safety or the environment

**The advantages of such procedures are:-**

- Providing a channel and process for individual employees to raise genuine and legitimate concerns in confidence
- Promotion of accountability throughout the College
- A deterrent to malpractice
- Avoidance of crisis management and public criticism
- Providing protection against any victimisation of the whistle-blower by the employer or co-worker(s)

**The procedures are not designed to:-**

- Supplant existing recognised procedures
- Be used to raise grievances about an individual's employment situation
- Where an employee wishes to raise a personal grievance about the conduct of a colleague or manager, this should be pursued through the **College's Grievance Procedures**. Members of staff who feel they have such a grievance are recommended to seek the advice of their trade union representative.

### 3 **Procedures**

The procedure has three stages:-

#### Stage 1

The initial allegation.

#### Stage II

The confidential enquiry by the Clerk to the Corporation into the allegation and his/her report.

### Stage III

Corporation/Principal action.

### Stage I

**This stage will be essentially informal, involving only the Clerk to the Corporation (See Appendix I) and the complainant(s).**

- The allegations/concerns may be presented either verbally, by telephone or in writing to the Clerk to the Corporation at the complainant(s) choice in order to preserve confidentiality. The Clerk will immediately send a written acknowledgement of the concern to the complainant(s).
- The Clerk will offer to meet the complainant(s), outside the College if necessary, to discuss the allegations.
  - The Clerk will, if the allegation is verbal, make a full note of the detail without identifying the complainant(s).
  - The Clerk, together with the complainant(s), will discuss the allegation to ensure that other, established procedures may not be more appropriate to deal with the concern.
  - to put in place and provide this to the complainant(s), normally within two weeks of the initial complaint.
  - To ensure confidentiality, all such communications and correspondence shall be sent to the complainant's home address.
  -

### Stage II

This stage will be the formal examination of the allegation by the Clerk.

- The Clerk will notify the appropriate person/body, normally the Principal or Chair of Corporation, of the allegation/complaint and that he/she intends to carry out an investigation. In certain cases, eg if the Principal and/or Chair of Corporation are involved, the notification will be to the Chair of the Audit Committee.
- The Clerk will take confidential statements and gather evidence from those involved in the allegations. All parties involved will have the right to representation.

- Dependent on the nature of the allegation, the Clerk may call in internal or external audit to conduct an investigation, or in the case of evidence of criminal activity, the police will be informed.
- Dependent on the complexity of the allegations and the time required for a thorough investigation, the Clerk shall provide the complainant with reports on the progress of the investigation.
- The Clerk will produce and provide the complainant with feedback on the investigation, in confidence.
- If the complainant is not satisfied that his/her concern is being properly dealt with by the Clerk to the Corporation, then they will have the right to raise the matter, in confidence, with the Chair of Corporation.

**NB At any point in the process, the appropriate person/body may refer the matter to the police or other relevant statutory body if there is evidence of criminal activity or malpractice.**

### **Stage III Corporation/Principal Action**

This stage represents the follow up action to be taken by the appropriate body/person once the Clerk's report has been considered, using procedures already in place within the College or, in the case of criminal activity, referral to the police.

#### **4 Confidentiality and Protection for the Whistleblower**

An employee who raises a concern within this procedure has the right to have the matter treated confidentially and not to have their names disclosed to the alleged perpetrator of the malpractice without their prior approval.

The College is fully committed to the protection of the complainant and will not tolerate any victimisation or harassment of the whistle-blower by any co-worker or manager. Any such allegation will be investigated under the College's Dignity at Work procedures.

#### **5 The Clerk to the Corporation**

The Independent Clerk to the Corporation is identified as the person responsible for investigating allegations within this procedure. Any such concerns which fall within the definition of whistleblowing should be raised directly with him/her.

Contact details for the Clerk are provided at Appendix 1.

In the event of allegations of malpractice being made against the Clerk, the matter should be raised with the Chair of Corporation (See Appendix 1).

## 6 **Timescales**

The procedure should be carried through as expeditiously as possible but the nature of such an investigation requires flexibility.

The Clerk should immediately acknowledge in writing the allegations made to the complainant(s), provide regular progress reports and report back in writing the outcome of the investigation and any proposed action.

## 7 **Access to the Corporation**

If the complainant(s) is not satisfied that their concern is being dealt with properly and within a reasonable timescale by the Clerk, the complainant has the right to raise it in confidence with:-

- (i) the Chair of Corporation or, in the event that the Chair is involved,
- (ii) with the Chair of Audit Committee.

(Tel: 01484 437002; [kwright@kirkleescollege.ac.uk](mailto:kwright@kirkleescollege.ac.uk))

## 8 **Access to External Bodies**

If, at the conclusion of the above procedure, the Corporation finds the allegation unsubstantiated and the complainant still wishes to pursue his/her complaint, it may be appropriate for them to have access to an appropriate external body.

**Such recourse would be available only when internal procedures had been exhausted.**

An appropriate body might include, depending on the circumstances, the College's Internal or External Auditors, the Skills Funding Agency, MP's etc.

## 9 **Trades Unions**

Kirklees College recognises that employees may wish to seek advice and be represented by their trade union officers when using these procedures, and welcomes and endorses the role that such officers play in these areas.

## 10 **Malicious Allegations**



The College regards the malicious raising of false and unfounded allegations as a serious matter which will be dealt with under the **College Disciplinary Procedures**.

Where a malicious allegation is made externally, this would involve the offence of bringing the College into disrepute.

In the case of malicious allegations, the Clerk will report the matter to the Principal, who will initiate the College's disciplinary procedures.

#### 11 **Protection of Whistleblower from Victimisation or Reprisal**

- All matters will be dealt with in the utmost confidence and the protection of the complainant(s) is guaranteed. All discussions will operate independently of any other personnel records.
- The College will regard a whistle-blower's actions as legitimate where:-
  - The employee has followed the College's procedure on whistleblowing
  - The employee has acted without regard for personal gain or out of personal motives

The College will regard the victimisation of employees who legitimately disclose malpractice as a serious disciplinary offence.

Employees are protected from dismissal or any other unfavourable treatment if they make disclosures in accordance with the **Public Interest Disclosure Act 1998, as amended by the Enterprise and Regulatory Reform Act 2013**.

Where an employee who has made a legitimate disclosure within this procedure, has evidence of victimisation or of reprisals by managers or by colleagues, he/she should:

- (a) seek the advice of their local trade union representative
- (b) Either initiate a grievance procedure against the perpetrator of the victimisation (if appropriate)

or

- (c) Report the matter to the Vice-Principal (Corporate Services) unless he/she has been directly involved in the matter which was subject to disclosure, in which case report to the Principal, who will advise on whether the disciplinary process should be initiated.

**NB The Whistle-blowing policy does not cover matters relevant to the College's Disciplinary and Grievance Procedures.**

The policy :-

- Applies to all members of staff
- Can be accessed via the College Intranet
- Is the responsibility of the Independent Clerk to the Corporation

Independent Clerk to the Corporation

APPENDIX I

KIRKLEES COLLEGE

## **PUBLIC INTEREST DISCLOSURE PROCEDURES (WHISTLEBLOWING POLICY)**

The person with whom concerns should be raised under the College's procedure on Whistle blowing:

Joanna Green

Clerk to the Corporation, Kirklees College, Huddersfield Centre

Telephone: 01484 437002; [JGreen08@kirkleescollege.ac.uk](mailto:JGreen08@kirkleescollege.ac.uk)

## **59. Informing ESFA about serious safeguarding incidents**

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ESFA has included new safeguarding clauses in the funding agreements and contracts for 2017 to 2018.

Whilst the local authority and the institution have primary duties in respect of safeguarding, the Secretary of State (SoS) has a general duty to promote the wellbeing of children in England under section 7 of the Children and Young Persons Act 2008. ESFA's role therefore, is to provide assurance to the SoS, in meeting her general duty, that the right organisations are taking action to keep all pupils and students safe.

For this reason, we want to be made aware when an institution is itself the subject of an investigation by the local authority or the police. We do not require details of all the safeguarding incidents an institution reports to the local authority or to the police, only where the institution itself, or one of its subcontractors, is subject to investigation. In such circumstances, we require the Chair or Chief Executive of the institution (or senior designated safeguarding lead) to email [Enquiries.EFA@education.gov.uk](mailto:Enquiries.EFA@education.gov.uk).

ESFA will need to know the name of the institution, the nature of the incident and confirmation that it is, or is scheduled to be investigated by the local authority and/or the police.

The relevant clause will be amended at the first opportunity to be clearer on this point, either in-year or for 2018 to 2019

The main issues/referrals ESFA want to be notified about, where any funded students are concerned, are those that result in police investigations. ESFA needs to be sighted on these cases and satisfied the right action is in hand by responsible bodies.

Please email [Enquiries.EFA@education.gov.uk](mailto:Enquiries.EFA@education.gov.uk). ESFA will need to know the name of the institution, the nature of the safeguarding incident and confirmation that it is under investigation by the police.

We will not ask for, or require any information that could be used to identify individuals or any information that will impact on your data protection duties.

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### **What we will do with the information provided**

Once ESFA has been alerted that a serious safeguarding incident has taken place at an ESFA funded institution, ESFA will ensure the SoS is made aware. ESFA will then liaise with the organisations that have the primary duty. ESFA will take the action they deem necessary in accordance with the funding agreement.

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## **60. Guide to Sexual Abuse & Harassment in College**

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- high-quality training for teachers delivering RSHE
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- training to ensure that all staff (and governors, where relevant) are able to:
- better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
- identify early signs of peer-on-peer sexual abuse
- consistently uphold standards in their responses to sexual harassment and online sexual abuse

Further information and guidance can be found here:

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges#introduction>