



CHILD PROTECTION AND SAFEGUARDING POLICY

Policy Statement

This policy encompasses all aspects of safeguarding including e-safety, bullying and harassment (in person or electronically) and due regard to the prevention of young people becoming extremist or being radicalised. This policy should be read in conjunction with the relevant statutory guidance '*Keeping Children Safe in Education*'.

Cambridge Management and Leadership School "CMLS" qualifications are only offered to Adult, however, it recognise that if at some stage, it offer qualifications to learners which are under 18, CMLS should take all steps comply with safeguarding including bullying and harassment. We have following statement of intent where we ensure that the school

- provides a safe environment for young people and vulnerable adults
- Identifies young people and vulnerable adults who are suffering, or likely to suffer, significant harm, and
- Takes appropriate action to see that young people and vulnerable adults are kept safe, both at home and at CMLS.
- Promotes an environment in which every student feels valued and able to communicate their wishes and feelings successfully
- Ensures that there is a designated safeguarding lead
- All staff receive safeguarding training which is regularly updated

Mission Statement

Cambridge Management and Leadership School mission is to provide high quality education to develop skills, knowledge and understanding to learners and to enable them successful in their chosen career.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the College, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Student includes everyone, whether under 18 years of age or over.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

Our safeguarding Principle

Our core safeguarding principle is to safeguard and promote the welfare of students in the safe learning environment.

Policy Aims

To demonstrate the CMLS's commitment with regard to child protection to students, parents and other partners and to ensure that the school will remain in compliance with applicable regulatory and legislative requirements with valid and consistent good practice.

Legislation

Section 175 of the Education Act 2002 requires governors of further education (FE) Colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The statutory guidance Working Together to Safeguarding Children (2013) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children.

The statutory guidance Keeping Children Safe in Education (2014) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011

Roles and Responsibility

The Principal will

- Ensures that the Child Protection Policy and procedures are implemented and followed by all staff

- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the staff to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Discuss the issue in Quality and Standards Committee at least 1 time in a year.
- Liaises with the Local Authority Designated Officer where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a student is referred to the Disclosure and Barring Service.

Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse and neglect.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the CMLS's Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information sharing.
- Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Referring all concerns about a student's safety and welfare to the Principal.

Abuse of trust

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under

the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

Students who may be particularly vulnerable

Some students may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to students who are:

- Disabled or have special educational needs.
- Young carers.
- Living in a domestic abuse situation.
- Affected by parental substance misuse.
- Asylum seekers.
- Living away from home.
- Vulnerable to being bullied, or engaging in bullying.
- Living in temporary accommodation.
- Live transient lifestyles.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Involved directly or indirectly in sexual exploitation.
- Do not have English as a first language.
- At risk of female genital mutilation (FGM) or forced marriage.

[This is not an exhaustive list]

Missing children

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Principal (or the course Leader) will monitor unauthorised absence, particularly where students go missing on repeated occasions.

Helping children to keep themselves safe

Students are reminded regularly about e-safety and tackling bullying procedures. The School "CML" continually promotes an ethos of respect for students, and students are encouraged to speak to a member of staff in confidence about any worries they may have.

Support for those involved in a child protection issue

Child abuse is devastating for the students and can also result in distress and anxiety for staff who become involved. Principal will support by taking all suspicions and disclosures seriously, ensure there is conflict of interest, respond promptly, store record securely, and cooperate fully with relevant statutory agencies.

Complaints procedure

Complaints from student and staff are dealt with under the school's complaints and disciplinary and grievance procedures. All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Governing Body in the first instant or relevant awarding or accreditation body.

Staff recruitment and training

CMLS is only an adult training provider, however, in case if we recruit students (under 18), we will ensure that tutor and linked staff have an enhance Disclosure and Barring Service (DBS) and relevant training is provided in relation to this policy code of practice.

Site security

Principal will ensure that visitors to CMLS site, including contractors, will sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the CMLS's safeguarding and health and safety regulations to ensure students in college are kept safe.

We will not allow photography, if it is allowed, we will ensure that students are appropriately dressed and photographer has taken consent. Regarding e-safety, cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our disciplinary procedures.

Procedure

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Identifying indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.

The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding person.

A young person who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for sports or other activities.

- Look unkempt and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Be reckless with regard to their own or other's safety.
- Self-harm.
- Frequently miss college or arrive late.
- Show signs of not wanting to go home.
- Display a change in behaviour – from quiet to aggressive or happy-go-lucky to withdrawn.
- Challenge authority.
- Become disinterested in their course work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.

It is the responsibility of staff to report their concerns to Principal. It is not their responsibility to investigate or decide whether a student has been abused.

Impact of abuse

Impact of abuse can be anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Principal will record that in the incident and identify the impact of abuse

Taking action

Any child, in any family, in any education provider could become a victim of abuse. Staff should always maintain an attitude of "it could happen here"

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the student, for example, call 999.
- Report your concern to the DSP by the end of the day.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Seek support for yourself if you are distressed by contacting the DSP.

Data Protection - Recording and Securing Information

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- Processed for limited purposes.
- Adequate, relevant and not excessive.

- Accurate.
- Kept no longer than necessary.
- Processed in accordance with the data subject's rights.
- Secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be secure and only made available to relevant individuals.

Relevant Policies – Risk Register
Disciplinary Procedure
Compliant Policy
HR policies