DERBY COLLEGE GROUP
POLICY

DCG

GUIDELINES

Safeguarding

Owning Policy:	Designated Owning Department:
Safeguarding Policy	Services for Students

Content List

Section 1: Introduction

All employees and volunteers should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that employees are able to identify cases of children who may be in need of help or protection. All employees should have read and understood Keeping Children Safe in Education Part 1 and Annex B (as a minimum) which sets out indicators and types of abuse and their role in reporting safeguarding concerns.

Please note: The DCG Safeguarding Procedure document sets out the action employees are required to take in the instance of a safeguarding disclosure, concern about the welfare of a child/vulnerable person or a concern about the behaviour of a colleague.

Section 2: Categories of Abuse

Safeguarding issues can put children at of risk harm. Behaviours linked to drug taking and or alcohol misuse, deliberately missing education, serious violence (including county lines), radicalisation, consensual/non-consensual sharing of nude and semi-nude images can be signs that children are at risk. Abuse, neglect, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

Safeguarding action may be needed to protect children from the following risks, which include abuse perpetrated by other children as well as by adults:

- Any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Sexual harassment, online sexual abuse, and sexual violence between children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Child on child abuse (previously referred to as peer-on-peer abuse)
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and child criminal exploitation, including county lines. This is known locally as child at risk of exploitation or 'CRE'
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse)
- Upskirting[1]
- Substance misuse – drugs and alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending

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[1] Upskirting is taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. This is a criminal offence, see Voyeurism (Offences) Act (2019)

- Domestic abuse
- Forced marriage, female genital mutilation and so-called 'honour-based' violence
- Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
- Homelessness
- Other issues not listed here but that pose a risk to children

Young People

Physical Abuse

This may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately includes illness in a young person.

Emotional Abuse

This is the persistent emotional ill-treatment of a young person such as to cause severe and persistent effects on the young person's emotional development. It may involve conveying to young people that they are worthless or unloved, inadequate, or valued only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectation being imposed on young people.

These may include interactions which are beyond the young person's developmental capability as well as overprotection and limitation of exploration and learning or preventing the young person from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve bullying and causing young people to feel frightened or in danger, or the exploitation or corruption of young people.

Some level of emotional abuse is involved in all types of ill treatment of a young person, though it may occur alone.

Sexual Abuse

This involves forcing or enticing a young person to take part in sexual activities, including prostitution, exploitation whether or not the young person is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape) or non-penetrative acts. They may include non-contact activities, such as involving young people in looking at, or in the production of pornographic materials or watching sexual activities or encouraging young people to behave in sexually inappropriate ways.

Neglect

This is the persistent failure to meet the young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), failure to protect a young person from physical and emotional harm or danger, failure to ensure adequate supervision, including the use of inadequate caregivers or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Adult At Risk

Physical Abuse

This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate physical sanctions.

Sexual Abuse

This includes rape and sexual assault or sexual acts to which the adult at risk has not consented, or could not consent to, or was pressured into consenting to. Sexual abuse can occur between people of the same sex, and it can also occur within a marriage or any long-term relationship. A relationship of trust and a duty of care should exist between an employee or a volunteer and the person for whom they are caring.
It would be seen as a betrayal of trust and, therefore, abusive for that employee or volunteer to have a sexual relationship with the person they are caring for.

Psychological Abuse

This includes emotional abuse, bullying and threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse

This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits, or internet scamming.

Neglect and Acts of Omission

This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory Abuse

This includes racist, sexist or other forms of abuse that are based on a person's disability and other forms of harassment or similar treatment.

Other forms of abuse

Domestic Violence

Domestic violence is the abuse of one partner within an intimate or family relationship. It is the repeated, random and habitual use of intimidation to control a partner. The abuse can be physical, emotional, psychological, financial or sexual. It can force a person to alter their behavior, because they are frightened of their partner's reaction, and this is a form of abuse.

There is no single cause of domestic violence. It comes from a combination of factors, including society's attitudes, community responses, and the individual psychology

experiences of the abuser and the abused. Domestic violence is the result of an abuser's desire for power and control.

If you have concerns about a child or young person you should refer them to a Safeguarding Officer for advice, support and external referral if required.

DCG is part of a multi-agency information sharing project regarding Domestic Abuse - **Stopping Domestic Abuse Together** (SDAT), which sends notifications of domestic abuse to the senior safeguarding team.

All SDAT notifications will be treated as any other safeguarding concern. When DCG receives a notification into the safeguarding email account, the Designated Safeguarding Lead and or the deputy Designated Safeguarding Lead will consider:

- What is already known about the child and their family? Are they known to Children's Services?
- What is known about the child when they arrived (or not) at college today? How are they presenting physically and emotionally? Are there any changes in their behaviour?
- Who in the college needs to be informed? i.e. class teacher
- What 'checks' need to be carried out and how best can these be achieved?

The child or parent/carer will not be directly approached about the incident; however, we will make general enquires with the child about how they are. There may be times when the child may initiate a conversation about the incident, and in these circumstances all staff will follow the guidance outlined in the section 'If information is disclosed to you'.

DCG will refer to the Domestic Violence Risk Identification Matrix (DVRIM) to help us reflect on what is known, not known and make a judgement about risk. In all cases there will be a consideration of what support the child may need in college and if any actions are required to promote the child's welfare and ensure they are protected from harm.

If a child and their family are open to local authority Children's Services, the school and the Social Worker or Family Support Worker will liaise to share any relevant information and agree a plan of support.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE) - Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from

harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship

If an employee has concerns about a child or young person you should refer them to a Safeguarding Officer for advice, support and external referral if required.

A referral to the National Referral Mechanism should be considered

Extremism and Radicalisation

A statutory duty has been placed on Further Educational establishments to have due regard to the need to prevent people from being drawn into terrorism, and to ensure that they are given appropriate advice and support. If employees have any concerns about a student or hear or see anything that concerns them they should contact a Safeguarding Officer and make a safeguarding referral by adding an incident on CPOMS.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the College's Designated Safeguarding Lead, or one of their nominated deputies and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The following is a useful summary of the FGM mandatory reporting duty which is taken from the Home Office Fact Sheet Summary:

Mandatory reporting of FGM* Duty applies to regulated health and social care professionals and teachers in England and Wales. Requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth. *Introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Forced Marriage

A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties and is a criminal offence in the UK.

Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder.

It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

Any disclosures of this type should automatically be referred to the Designated Safeguarding Lead or their nominated deputy for external referral.

Honour based violence

'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

HBV can exist in any culture or community where males are in position to establish and enforce women's conduct, examples include Turkish; Kurdish; Afghani; South Asian; African; Middle Eastern; South and Eastern European; Gypsy and the travelling community (this is not an exhaustive list).

Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse, as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

Any disclosures of this type should automatically be referred to the Designated Safeguarding Lead or their nominated deputy for external referral.

Mental Well-being

Positive mental health and emotional well-being describes how we think, feel and relate to ourselves and others and how we interpret the world around us. Having good mental health affects our capacity to manage, communicate, and form and sustain relationships. It also affects our ability to cope with change and major life events.

If a person has poor mental health this will affect how they interact with others, their ability to apply themselves to learning, attendance, behaviour etc. The College owes a duty of care to young people and employees need to take appropriate action if they have concerns by referring them to, for example the College's Welfare Team or external counselling and therapy professionals.

The College can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in **Promoting and supporting mental health and wellbeing in schools and colleges** for best practice.

Self-Neglect/Harm

This is not a direct form of abuse, but employees need to be aware of it in the general context of risk assessment and risk management, and to be aware that they may owe a duty of care to a young person who place themselves at risk in this way.

Child on Child abuse

Employees should be alert that children are capable of abusing their peers. The College recognises that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up".

Due to the age group of the college cohort the term Peer on Peer abuse is used in the college community as this is a more relevant and relatable term for young adults.

Child on child abuse is most likely to include but is not limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Abuse within intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm,
- Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used in a way of initiating a person into a group and may also include an online element).

Child on Child abuse exists on a continuum and different forms of abuse may overlap.

- It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children.
- Sometimes vulnerable children are targeted. For example:

  o Those living with domestic abuse or intra-familial abuse in their histories
  o Young people in care
  o Those who have experienced bereavement through the loss of a parent, sibling or friend
  o Black and minority ethnic children are under identified as victims but are over identified as perpetrators
  o There is recognition it is more likely that girls will be victims and boys perpetrators. However, both girls and boys can experience child on child abuse but they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).
  o Evidence also shows that children with SEND and LGBT+Q children are at greater risk.

There is a whole college approach to preventing child on child abuse, including child on child sexual violence and sexual harassment, this forms part of the whole college approach to safeguarding. The college will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of college life. The college promotes a Speak Out Campaign which promotes a climate of disclosure where students/apprentices will be taken seriously. A range of inputs in tutorials covering Healthy Relationships, Sexual Harassment and Consent are delivered throughout the year as an education tool for students.

Section 3: Vulnerable Children

DCG recognises that some groups of children are potentially at greater risk of harm than others and have agreed arrangements to ensure the safety of these children:

- **Children who need a social worker (Child in Need and Child Protection Plans)**. As a matter of routine, the designated safeguarding lead will hold and use the information that the child has a social worker to ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. In addition, the college will work with the virtual head as appropriate, regarding the educational attendance, attainment, and progress of children with a social worker.

- **Children missing education.** The college response to children missing education supports identifying a range of safeguarding issues and abuse; it also helps prevent the risk of children going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community. We support and monitor attendance carefully and address poor or irregular attendance without delay.

   The college also recognises that when children are not in college, such as when a student is on a reduced timetable, suspended or excluded, they miss the protection and opportunities that education can provide, and can become more vulnerable to harm. Students who have a social worker, including looked-after children, and previously looked-after children are especially vulnerable. The college proactively supports learners in the college environment and decision-making processes about reduced timetables, time out or withdrawals to operate in the best interest of the student. This process is managed in accordance with the *DCG Fitness to Study Policy and Procedures.*

- **Looked after children and previously looked after children.** The college ensures that appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after the student. When dealing with looked after children and previously looked after children, the college will work with all local authority children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group. The college has a named designated teacher, who works with the Virtual School, to promote the educational achievement of pupils who are looked after, have left care through adoption, special guardianship, or child arrangement orders, or adopted from state care outside of England and Wales.

- **Children with special educational needs and disabilities (SEND) or health issues.** The designated safeguarding lead and Director of Student Experience and Pastoral Care (with responsibility for Inclusion)/ or a team manager will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions. The college will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place

- **Children who are, or may be, lesbian, gay, bi, or trans (LGBTQ+).** The college will take steps to reduce the additional barriers these children face and provide a safe space for them to speak out or share their concerns with staff. The college Student Union LGBTG+ society provides an opportunity for students to discuss their views and represent LGBTQ+ students across college. Providing a safe space to talk. The Equality and Diversity group actively promotes LGBTQ+ rights and awareness via the tutorial and enrichment programme.

   The college also recognise that in addition to the above, other factors can increase a child's vulnerability to abuse, exploitation, or neglect such as:

- Mental Ill health
- In a family circumstance presenting challenges for the child, such as parental substance (drugs and/or alcohol) misuse, adult mental health issues and domestic abuse

- Misusing drugs and or alcohol
- Being an asylum seeker/refugee
- Being from our New Communities
- Living away from home, including private fostering arrangements, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- Living in chaotic, neglectful, and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage/civil partnership, pregnancy/maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex, or sexual orientation
- Being a young carer
- Not speaking or not having English as a first language
- Being involved in the court system
- Children affected by parental offending or with family members in prison

Safeguarding, welfare, financial support and pastoral teams are available to support students who are vulnerable and actively work with students to promote a sense of belonging and acceptance via the enrichment programme, tutorial topics, multi-cultural celebration and diversity events. Lexis and ESOL teachers and pastoral coaches are experienced in supporting students new to this country and for students where English is a second language.

Section 4: Teaching Safeguarding

Derby College is committed to offering our students preventative education and ensure that students are aware of safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it. They will be taught about healthy relationships online and offline, how to keep themselves and others safe, including online. To be effective, we recognise this will need to be tailored to the specific needs and vulnerabilities of individual children, including those who have been victims of abuse and children with inclusion needs.

Preventative education forms part of our whole college approach to prepare our students for life in modern Britain; encourages open debate about different points of view and beliefs; and creates a culture of zero tolerance for sexism, misogyny/ misandry, disablism, racism, homophobia, biphobia and sexual violence and harassment. The college's core values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of the college. This is underpinned by the college's positive behaviour policy, welfare and pastoral support system.

Section 5: The Early Help Process

The Early Help Assessment (EHA) is a standard shared assessment that can be used by all Derby City/Derbyshire services working with children and young people and their families. The assessment is particularly useful for use in early intervention work, where the College works with families as soon as we realise that a child or young person may have emerging needs.

The EHA should be used to help identify low level or emerging needs.

The Early Help Assessment consists of:

- An EHA pre-assessment checklist and request for support form (previously known as the CAF pre-assessment checklist) to identify and document low level needs or help decide if an EHA may be needed.
- A process to enable practitioners to undertake an Early Help Assessment using a standard document and, where appropriate, form a Team Around the Family (TAF), action plan and review.

If a college employee feels that a student that they are working with would benefit from an EHA, they should contact a Safeguarding Officer in the first instance.

The college follows the Early Help Process in accordance with guidance provided by Derby and Derbyshire Children's Safeguarding Partnership.

Providing Early Help (proceduresonline.com)

| Section 6: Safeguarding guidance for remote teaching |

Keeping employees and students safe when providing remote education is essential. Therefore, the following guidance should be implemented to ensure safe teaching and learning practices are in place.

Online sessions
All online sessions between teachers and DCG students (delivered onsite or at home) must be recorded using Microsoft Teams as the only platform for online communication; this recording will be used for reference, reflection, and safeguarding purposes. One to one online meetings via Microsoft Teams between support staff/ teachers and students should also be recorded.

Teaching and learning online guidance

- Background settings should be neutral, and camera set to 'Blur Background' to ensure background privacy between all parties is protected.
- Teacher dress code should be professional and inclusive as it would be in a classroom setting
- Student dress code should reflect how they would dress for college
- Teachers and students should have their cameras on, where possible and available, to improve communication
- Teachers should check that any other tabs the teacher has open in a browser would be appropriate for a child to see when the teacher is sharing a screen
- Teachers and students should use professional language
- Students should be advised that other family members at home cannot participate or contribute to the lesson.

Joining meetings
To minimise opportunities for inappropriate behaviour (e.g. bullying) amongst students in the absence of a teacher, lessons should always start promptly, and teachers should communicate to students that the lesson does not begin until the teacher is present. At the end of the lesson the teacher should use the 'end the meeting for all' function to ensure all class members have left the online lesson at the same time.

When using the channels function as a teaching and learning tools, teacher should ensure that they regularly visit channel groups to monitor behaviour and participation.

Further advice and support regarding Remote Teaching and Learning good practice can be found on the Teaching and Learning Hub located on the staff intranet

https://studentderbycollegeac.sharepoint.com/sites/TLAHub/SitePages/Remote%20TLA.aspx

Recording

When recording lessons or one to one meetings with students the following guidance should be followed:

a) The parties involved in the meeting, lesson or conversation are made aware that it is being recorded (preferably prior to the recording to give them notice) or is going to be recorded.
b) The reason or purpose for recording is stated and made clear.
c) Only DCG equipment and approved systems are used for recording.
d) Ensure any smart speakers are switched off (Alexa etc).
e) The recording/s should only be used for the purpose made clear prior to or at the start of the recording.
f) In accordance with the College's Policy on Intellectual Property Rights in general where employees make a recording, all rights in that recording (including rights in the sounds made) will belong to the College.
g) The recording should not be passed on to anyone (a third party) for use without prior knowledge of the parties involved in the recording and with their explicit consent.
h) The recordings are stored securely in line with DCG policies and procedures.
i) The recordings should be deleted when they are no longer required or of use. Recordings can only be retained and stored for as long of the education programme for that student cohort. It is the responsibility of the individual making the recording to review all recordings retained on a regular basis and delete recordings no longer required. This will be subject to regular internal auditing by the IT department.
j) Consent does not need to be sought as the requirement to record is in line with GDPR guidance of legitimate use. However, if someone refuses to consent to the audio recording then the recording should not be made, or their contribution to the recording should be removed or blocked out.
k) Recordings should be used responsibly and for the purposes required in accordance with DCG policies and the law.
l) Recordings should not be passed on to anyone (a third party) for use without prior knowledge of the parties involved in the recording and with their explicit consent. Only pre-recorded content should be shared between groups, live recordings should not be shared across groups.

Recognising and responding to safeguarding concerns

If young people are not seeing trusted adults at college every day, it is even more important that employees are able to identify any child protection concerns and take appropriate action. For example, concerns may arise when:

- An employee sees or hears something worrying during an online lesson
- A student disclosed abuse during a phone call, one to one online meeting or via email

Employees are required to report any safeguarding concerns raised or identified whilst teaching and supporting students remotely and online, in accordance with the DCG Safeguarding Policy, Procedures and Guidelines. Comprehensive guidance to enable employees to recognise the signs of abuse is available in *Keeping Children Safe in Education* (DFE September 2020) in addition to mandatory safeguarding training and regular safeguarding updates and briefings provided for employees.

Digital wellbeing
The benefits of online learning are manifold however there are also implications for personal health and wellbeing. Working and studying remotely can have a negative impact on confidence, it can make people feel isolated and it can be frustrating. It is therefore important to ensure good health and wellbeing. General advice includes creating a routine, having regular breaks, setting goals, communicating with colleagues/peers/classmates regularly and making time for activities away from teaching and learning.

Further advice and support for students can be found on the **Coping with the Virus** tile on Moodle

https://moodle.derby-college.ac.uk/mod/page/view.php?id=266799

Further advice and support for employees can be found in the Employee Centre Health and Wellbeing section of the intranet

https://studentderbycollegeac.sharepoint.com/sites/EmployeeCentre/SitePages/Health-%26-Wellbeing-Services.aspx

Online Behaviour
The need to set clear expectations for students regarding their behaviour is just as important whilst working online as it is when students attend college. Students should be made aware of the DCG Code of Conduct and Positive Behaviour Policy during the induction process and the procedures and guidance set out in the policy, followed and implemented where required.

Distribution of guidance to employees

This Safeguarding Guidance for Remote Teaching and Learning guidance will be shared with employees as part of the DCG Safeguarding Policy and Procedures and Guidelines. All employees are required to confirm they have read and understood the policy, procedures and guidelines via the Converge Policy document management system.

In addition, employees are made aware of these guidelines via:

- Safeguarding Induction Training
- Safeguarding newsletter and briefings
- Team manager, teacher and support employee meetings
- Video Guidance available on the Teaching and Learning Hub

Monitoring arrangements

Compliance and understanding of the remote teaching and learning guidance will be monitored via the Teaching and Observation process which takes place three times per academic year. This process includes the completion of a remote teaching and learning observation record.

Monitoring that all employees have confirmed they have read and understood the Safeguarding Policy, Procedure and Guidelines will be undertaken by the HR team.

DCG Employees

 CPOMS System User Guide

Please follow these simple steps to ensure that you report any concerns you have for our students and apprentices accurately and efficiently.

Logging onto CPOMS for the first time

The link to CPOMS can be found in several places:

- In an administrator email you have recently received,

- Behind the safeguarding tile on the home page of the staff intranet, or

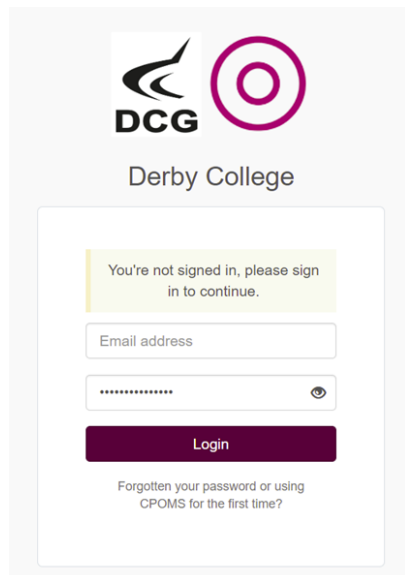- By clicking Documents>Useful Links>Report Safeguarding Issue on the staff intranet
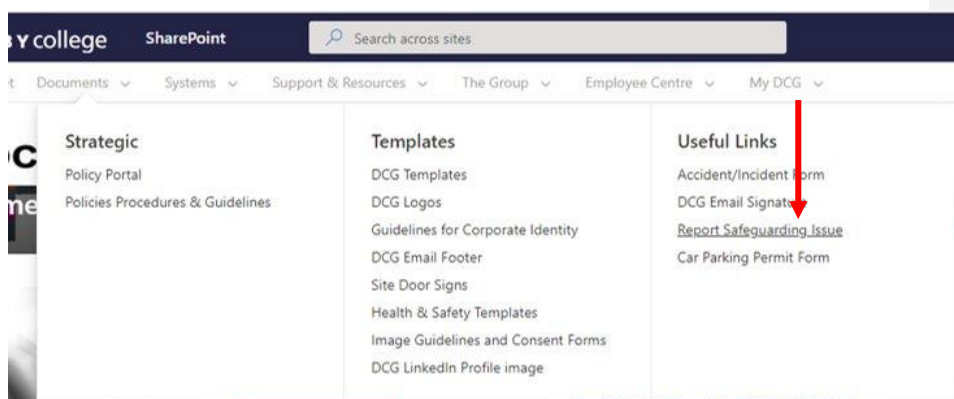
DCG Staff User Guide to CPOMS

Set your password

To create your first password please **click on the link in the 'Welcome to CPOMS' email** or click here:

https://derbycollege.cpoms.net

Click on the **'Forgotten your password or using CPOMS for the first time?'** option *(beneath the 'Login' button).*

When prompted, input your college email address and click **'Reset Password'.** This will then email you a unique hyperlink, which will enable you to create your first CPOMS password.

> ⓘ Please note, the reset password link **expires at midnight** on the day it was sent, so should be generated on the day you are going to log in to CPOMS.

Once you have created your first password, go back to your CPOMS log in page and enter your email address, password and click the **'Login'** button.

Dashboard

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

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

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

Adding an Incident

To add a new incident to the system, click on the **'Add Incident'** button, available to the top right of your dashboard.
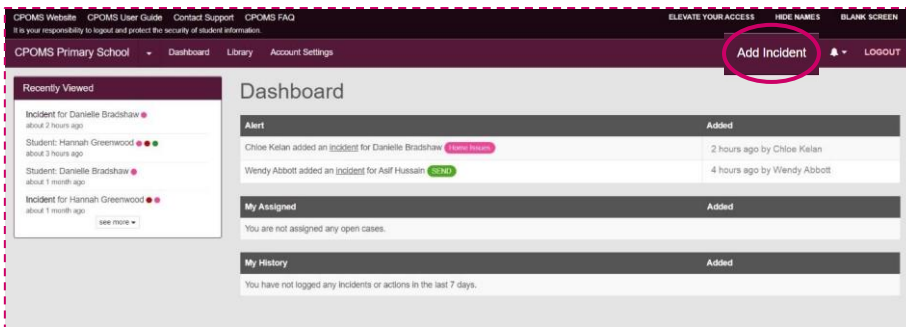
You will then be taken to the 'Add Incident' form, where you can fill in all of the details about the incident.

Add Incident Form

© **Student**

Begin to type in part of the name of the student that you would like to add an incident about. This will begin to filter through all of the student names held within the system. Once their name appears for selection, please click on it. *If you select the wrong name, click on the 'x' delete button to choose an alternative student.*

© Incident

Fill in the 'Incident' text box with **ALL** the details about the incident which you are adding. This is a free text box so you can add as much detail as you need. Be careful to be **accurate** and **specific.**

© Categories

Once you have filled in all the details about the incident, you need to select at least one category to assign it to. If there is an overlap, you may select more than one. Some categories have subcategories, (for example, 'Sexual Abuse') – if that is the case, please ensure that you select at least one subcategory to describe the incident as accurately as possible.

© Linked student(s)

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all students selected.

© Maps

The 'Maps' feature allows you to apply numbered markers to a body map image to support a reported incident involving physical injury.

© Date/Time

These will both default to the current date and time, however if you wish to change it to when the incident actually occurred you can do so here.

© **Status**

This will be set at active but may be changed by the Safeguarding Team at a later date as the case progresses.

© Assign to

If you have spoken to a specific member of the Safeguarding Team who is able to deal with this concern, you can enter their name in this field, but you **MUST** also enter their name in the 'Alert Staff Members' field further down.

© Files

If you would like to attach a file/ document to support the incident *e.g. a screen shot of a message, a written statement from the student* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.

© Alert Staff Members

If at all possible, contact a member of the safeguarding team FIRST before you choose to alert them.

Next, you can choose which members of the Safeguarding Team you wish to alert. You can select to alert the Safeguarding Team alert group for the site where you are located or you can type the individual Safeguarding Officers name. PLEASE DO NOT ALERT ANY MEMBERS OF STAFF WHO ARE NOT Safeguarding Officers or Safeguarding Leads. We need to protect the sensitivity of the matters surrounding our young people and preserve confidentiality by limiting the number of people aware of our concerns. If you feel that other colleagues need to be aware of ELEMENTS of the case (such as appointments, difficulties with attendance etc) please use Promonitor.

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

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