

Process for: EDS 1.2	Safeguarding Policy and Procedure (including Child Protection and the Prevent Strategy) September 2018
Process owner:	Director of Student Experience
To ensure that:	Learners and staff have a safe learning and/or working environment: that they feel safe; they know how to keep themselves safe and know the procedures to follow in the event of any concerns. This includes any concerns relating to the Prevent Agenda.
Which applies to:	All staff, learners and stakeholders.
Monitoring and evaluation:	Regular reports and reviews to CMG and through an Annual Equality & Diversity/Safeguarding Report which goes to Governors.

Section A : Safeguarding Policy: Introduction

1.1	The Corporation of Basingstoke College of Technology has a statutory and moral duty to safeguard the welfare of children and adults at risk (vulnerable) receiving education, training and care at the college.
1.2	The college's policy is that safeguarding all its people both learners and staff, will be central to all it does. This covers all matters connected with learners and staff having a safe learning and/or working environment, ensuring that they know how to keep themselves safe and that they feel safe. It pays particular regard to the welfare of young people under the age of 18 and to that of adults at risk.
1.3	The purpose of this document is to outline the policy and procedures for safeguarding children and adults at risk at the college and aims to: <ul style="list-style-type: none"> • Promote safe practices and challenge poor and unsafe practice; • Ensure that all staff are aware of the Prevent agenda and have an understanding that any concerns they have are raised in the same way that all safeguarding concerns are raised. • Ensure staff receive adequate training and supervision; • Identify instances in which there are grounds for concern about the welfare of a child or adult at risk and take action to ensure safety; • Take appropriate action to prevent unsuitable people from working with children, young people and adults at risk; • Develop a pro-active culture in which both learners and staff are aware of the actions they need to take to become and remain safe.
1.4	In pursuit of these aims the Board of Corporation will approve and annually review policies and procedures with the aim of: <ul style="list-style-type: none"> • Raising awareness of issues relating to the welfare of children, young people and adults at risk and the promotion of a safe environment for the children and young people learning within the college; • Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns; • Establishing procedures for reporting and dealing with allegations of abuse against members of staff; and • The safe recruitment of staff.
1.5	This policy and procedure must be seen in the context of supporting our learners by: <ul style="list-style-type: none"> • <i>Being healthy;</i> • <i>Staying safe; (this includes having due regard to the Prevent agenda and ensuring students are not at risk of radicalisation)</i> • <i>Enjoying and achieving;</i> • <i>Making a positive contribution;</i> • <i>Achieving economic wellbeing.</i>

	<ul style="list-style-type: none"> • <i>Promoting British Values</i>
1.6	Safeguarding children, young people and adults at risk covers more than child protection. Issues such as health and safety, dealing with bullying, e-safety, arrangements to meet the needs of children with medical conditions, providing first aid and other such requirements must also be taken into account.
1.7	The following policy and procedure has been written with the guidance of the Local Safeguarding Children Board (LSCB) for Hampshire, Isle of Wight, Portsmouth and Southampton.

Scope

2.1	This policy and its procedures apply to all staff, visitors, contractors and volunteers at the college.
2.2	This policy applies to all learners with particular reference to children and young people and with appropriate adaptations to the protection of adults at risk. The Children Act 1989 defines a child as a person under the age of 18. This is regardless of domicile, marital status or any legal orders in force. The Children Act 2004 also includes young people under 21 who have a learning or other disability or who have been looked after by a local authority after the age of 16 and vulnerable adults (an adult who does not have the mental ability to make their own decisions). Amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional
2.3	This document is to be read in conjunction with other college policies which are designed to ensure the safety and protection of all individuals who access the college facilities. The additional policies address the safety of the building, arrangements for safe evacuation of the building, procedures for dealing with incidents, first aid arrangements, staff training, mechanisms for protection of information and policies encouraging a focus on long-term health and the environment. A list of relevant policies is provided on staff intranet and Appendix 5.
2.4	In respect of this policy the Corporation recognises the classifications in Appendix 1 as categories of abuse which relate to Child Protection as significant harm and form the basis of other causes of concern.

Statutory responsibilities and background/Equality & Diversity

3.1	The policy and procedure which follows has been drawn up in accordance with the requirements of the: <ul style="list-style-type: none"> • Education Act 2011 • Department of Education's document 'Keeping Children Safe in Education' Sept 18, which replaces Keeping Children Safe in Education (March 15) and Safeguarding Children and Safer Recruitment in Education (December 2006).
3.2	Under the Education Act, FE colleges have a statutory duty to assist Children's Services on child protection issues and to take all reasonable measures to ensure that risks of harm to children's welfare are minimised.
3.3	The Sexual Offences Act 2003 makes it an offence for a person over 18 (e.g. a lecturer or other member of staff/contractor/volunteer/visitor) to have a relationship with a child under 18 where the person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if they do not teach the child.

3.4	The responsibility for protecting children does not rest with any one agency as Education, Children's Services, NSPCC, police, health service, probation service and the armed services are all involved in child protection. BCoT acknowledges that it is not the college's role to investigate whether abuse has taken place as only Children's Services, the police and NSPCC have the statutory powers. The college does recognise, however, that children have the right to be protected from harm and that it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take necessary actions. A failure to pass on information that might prevent a tragedy could expose the college to criticism.
3.5	A member of the Corporation is appointed with special responsibility for safeguarding and child protection issues.
3.6	A member of Senior Management Team (SMT), the Director of Student Experience, is identified as the SMT safeguarding lead.
3.7	A member of staff, the transition manager, is identified as the designated person (DP) whose role is to advise staff, liaise with appropriate external agencies and record and report cases for investigation.
3.8	BCoT has a team of designated safeguarding officers (DSO) consisting of the SMT safeguarding lead, the transition manager, transition administrator, course director for specialist provision and careers and employability team leader, all of whom have the ability to record and report information to the appropriate authorities.
3.9	The DSO team will raise awareness of safeguarding issues relating to child protection, health and safety, bullying, cyber-bullying and security, The Prevent Agenda in order to ensure that learners are being kept as safe as possible, The team will help with staying safe events and activities, embed awareness in the curriculum and be a point of contact for safeguarding issues which are not child protection issues.
3.10	The college has a well-developed system of learner consultation through departmental councils and a college level learner parliament. The inclusion of safeguarding as an agenda item for council and learner parliament meetings is an important part of embedding this strategy. A team of student representatives is included in annual review of this policy through consultation. A member of the student union represents students' wellbeing.
3.12	All members of staff have a duty to ensure the welfare of the child, young person or vulnerable adult (as defined above) is the primary consideration above all others and to report suspected or alleged abuse to the DSOs for safeguarding issues.
3.13	A common secure reference point will be established in the hub for the collation of information causing concern about safeguarding which is not a child protection issue. This is to ensure that safeguarding concerns are managed effectively. The electronic safeguarding system is to be used for recording this information (link available on staff intranet).
3.14	Confidentiality We maintain that all matters relating to child protection are to be treated as confidential and shared as per the 'Information Sharing Advice for Practitioners' (DfE 2015) guidance. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. Information will be shared with individuals within the college on a 'need to know' basis. All staff are aware that they cannot promise a child to keep a disclosure confidential.

Staff Responsibilities

4.1	All those working at BCoT must be familiar with and follow the college's procedures and protocols for promoting and safeguarding the welfare of children in the college and know who to contact to express concerns about a child's welfare. This is discussed in the staff inductions and promoted through the weekly all staff emails. Documents relating to safeguarding can be found on the staff intranet and published on the college website.
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4.2	Where staff are involved in delivering learning to students attending college who are aged between 14 and 16 they should recognise that all policies relating to safeguarding apply to these students, but that additional reference may need to be made to the Director of Student Experience.
4.3	A summary document for staff (Appendix 5) highlights the key points, contacts and procedures relating to safeguarding for use on a day-to-day basis.
4.4	Tutors should also ensure that students are aware of their rights under The Children Act and of the college's position on issues of child protection. An early tutorial on this topic must form part of the student induction process.
4.5	All staff must embed safeguarding issues within the vocational curriculum.
4.6	All BCoT staff must be alert to, and aware of, the signs of abuse which may raise concern about child protection. Abuse or neglect can be by inflicting harm, or by failing to act to prevent harm. Signs may include changes in behaviour or a failure to perform or develop as expected. However, recognising abuse can be difficult; therefore staff need to take notice of not only major incidents but also signals which cause concern. All such concerns should be recorded and discussed with the Designated Person to decide on which action to take: <ul style="list-style-type: none"> • report • monitor • take no further action
4.7	Referral: Any member of staff can make a referral to Children's or Adult Social Services however all reports should be documented on the Safeguard (internal online reporting system). DSOs should be the ones to gather and examine all relevant testimony and information.
4.8	It is illegal for any member of staff to have a (sexual) relationship with a student who is under 18. It is therefore clearly unacceptable for any member of staff to be in such a relationship, or to put themselves in a situation where such a relationship might develop. It is also good practice to adopt the same policy for full-time learners aged over 18. Staff must also take responsibility to protect themselves by avoiding, to every extent possible, situations which could give rise to allegations of inappropriate behaviour. Socialising with full-time learners in anything other than a work context (including via social media networks) is therefore not permitted.
4.9	It is recognised however that, especially with adult learners on part-time courses, social relationships may either pre-exist between staff and student or could develop as a result of the interaction at college. In all such cases, the relationship must be disclosed to the SMT safeguarding lead or the designated person, who will consider each situation on its own facts, and will provide advice as necessary.
4.9	It is also recognised that apprentices employed by BCoT are both staff members and students, and that it is therefore quite possible that an apprentice will be in a peer group of learners, some or all of whom may be under 18. Friendships are very likely to develop in this situation and any ensuing relationship which goes further than normal socialising in college within the course group must be disclosed to the SMT safeguarding lead.

4.10	<p>It is the RAP tutors' responsibility to monitor and follow up on absence in line with the Attendance & Punctuality Policy.</p> <p>If a student is reported missing to the college by a family member, police or external agency (including Channel) then the details must be obtained and passed to a DSO team member. No details must be released by the person receiving the telephone call in line with our Data Protection Policy. The DSO will then make contact with the person making the report and verify identity before providing information which may be required. Care must be taken not to disclose information to a family member where the student may have left due to difficulties in the home, for example: domestic abuse, forced marriage.</p> <p>The DSO will work with colleagues and students in the college to help support the safe location and wellbeing of the student. The DSO will inform and update the Principal and Head of Marketing.</p>
Prevent (concerns about extremism/radicalisation)	
4.11	<p>Reporting Concerns</p> <p>Early reporting of any concern however apparently trivial is essential to prevent escalation in the case of an actual threat / risk. The college DSOs are the first point of contact for staff where concerns have been raised. The college Prevent lead is the college safeguarding lead – Director of Student Experience. College safeguarding officers have links with regional Prevent Co-ordinators and specialist police advisors via a regional 'Channel co-ordinator'.</p> <p>Observation of changes in learner behaviour, particularly in those students who are most at risk due to their culture or religion. Staff should be aware of changes in learner behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the learner to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the learner cannot be contacted or the family are unable to satisfactorily explain the learner absence or state their whereabouts, should be followed up with a safeguarding officer.</p> <p>External Influences - report any literature whether in the form of books, leaflets or posters that promote extremist activities to the lead safeguarding officer – Director of Student Experience.</p>
Staff Recruitment	
5.1	The college is committed to a policy of responsible recruitment which includes procedures for obtaining DBS checks for new employees. From April 2009 all existing employees were required to obtain DBS clearance.
5.2	The senior member of staff responsible for recruitment and training needs of staff is the Head of Human Resources.
5.3	The Head of Human Resources is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in child protection issues and are aware of the college child protection procedures.
5.4	Inevitably, some staff, including many (if not most) new sessional/casual staff will start work before the DBS disclosure has been processed by DBS and their clearance received in HR. Line managers/heads must therefore maintain "heightened supervision" on these staff until HR confirms that a satisfactory DBS report has been received. This "heightened supervision" should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. A formal risk assessment should be completed by the Faculty Head/line manager and returned to HR.

Staff Training	
6.1	The Corporation is responsible for ensuring that members of staff are suitably trained and that internal procedures are current, adhered to, and conform to LSCB procedures.
6.2	<p>At the initial staff induction new members of staff should be informed of the importance of safeguarding (incorporating Prevent), its inclusion of health and safety, bullying, cyber-bullying and security and that further formal training will be part of their induction. The initial statement will be:</p> <p>Safeguarding is hugely important for all at college. It includes the right of every individual to feel safe and the duty of every member of staff to ensure safety. All new staff must receive safeguarding awareness training and existing staff must undergo online refresher session every year. In addition to this all staff will have a refresher on new guidance as it arises such as Keeping Children Safe in Education, part 1 2016. (amended May 2018).</p>
6.3	The DSO team as indicated in this policy will have completed basic child protection and safeguarding training, refreshed annually.
6.4	A system for ensuring both initial and refresher staff training in safeguarding is in place and provided as Appendix 8. All new staff must receive safeguarding awareness training and existing staff must undergo online refresher session every year.

Section B : Procedure where a child protection issue is identified

For Cases not Involving Allegations against a Member of Staff

Guidelines for staff:

1	Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured. If the complainant is the student, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. Care must be taken in asking or interpreting responses to questions about indications of abuse as this could have an effect on the evidence which is put forward if there are any subsequent legal proceedings. Copies of reports, information, etc., should be kept securely locked at all times.
2	Such an allegation, suspicion or incident of abuse must be reported to the designated person as soon as possible and in any event within two hours of the initial report. If the designated person cannot be contacted within the timescale the report must be made to a DSO. If none of the above can be contacted it falls to the duty manager.
3	<p>A full written record should be made as soon as possible of the nature of the allegation and any other relevant information on Safeguarding/Incident link on the staff intranet. In the report the following details will be required:</p> <ul style="list-style-type: none"> • the date • the time • the place where the alleged abuse happened • the name of the complainant and, where different, the name of the child who has allegedly been abused • the nature of the alleged abuse • a description and diagram of any injuries observed (on a separate sheet of paper) • the account which has been given of the allegation • the account of the action taken by the staff member involved • name of others present, both at the interview with the student and, if known, at the time of the alleged abuse.

4	<p>If the decision is taken to report the matter to Children or Adult Social Services, the DSO shall:</p> <ul style="list-style-type: none"> • contact the professional telephone number at Hampshire County Council (HCC) or the police by telephone, keeping a written record of the date and time of the report and of the name/position of the person to whom the report was made • confirm the telephone report in writing within 24 hours • discuss with HCC/police what action will be taken to inform the parents of the student • make a note of the conversation, sign and date it in black ink • maintain communication with HCC or police to ascertain what steps they will be taking and keep the student and staff member informed • ensure that the student and member of staff are offered counselling • notify the Principal within 24 hours that a suspected child protection case has been reported and keep informed of progress • Retain a copy of the report and any other relevant material for a period of seven years.
5	<p>If a BCoT Apprentice discloses information, or there is a suspicion of abuse whilst in the workplace, the member of BCoT staff should follow the college's Safeguarding Policy and Procedure in the same way as for a full time student.</p>

For Cases Involving Allegations against a Member of Staff

Guidelines for staff:

1	<p>Any suspicion, allegation or actual abuse of a child by a member of staff must be reported to:</p> <ul style="list-style-type: none"> • The safeguarding lead within two hours of the initial concern arising; if they are not contactable within two hours, or is the subject of the allegation or complaint, the matter must be reported directly to the Deputy Principal, Curriculum Performance & Innovation.
2	<p>On being notified of any such matter the safeguarding lead must:</p> <ul style="list-style-type: none"> • notify the Principal and HR Manager • take such steps as they consider necessary to ensure the safety of the student in question and any other student who may be at risk • report the matter to the local Children's Services Department in accordance with the procedure above • ensure that a report of the matter is completed by the person who reported the original concern within 48 hours.
3	<p>On being notified of the allegation the Principal will take into account:</p> <ul style="list-style-type: none"> • the seriousness of the allegation • the risk of harm to the student concerned or to other students • the possibility of tampering with evidence • the interests of the member of staff concerned and the college • make contact with the Local Authority Designated Officer (LADO)
4	<p>The Principal will then decide on the appropriate action(s) from the following options:</p> <ul style="list-style-type: none"> • False: there is sufficient evidence to disprove the allegation, take no action and exonerate the member of staff • Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive • Substantiated: if there is sufficient evidence to warrant an investigation, to conduct such an investigation in accordance with the procedure in the college Staff Disciplinary Policy and Procedure, to suspend the member of staff immediately since the substance of the evidence, the nature of the allegation is sufficient to make this desirable in the interest of

	<p>the protection of students and/or staff. To initiate action under Stage 4 of the college Staff Disciplinary Policy and Procedure.</p> <ul style="list-style-type: none"> • Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
5	In all cases of accusations against staff, the member of staff will be offered access to the college counsellors and/or to an external counsellor.
6	Where it is subsequently found that an allegation was made with malice and aforethought, the college may wish to invoke disciplinary procedures against the accuser.
7	In the event of a police investigation being undertaken, the member of staff will be suspended and any internal investigation and/or disciplinary action may be postponed pending the outcome of the external investigation. At all times accordance with Keeping Children Safe in Education (2018) should be met.

Appendices

Appendix 1 : Contextual Safeguarding

Appendix 2: Categories of abuse which relate to child protection

Appendix 3: Keeping Children Safe in Education, part 1

Appendix 4: Prevent Duty

Appendix 5: Actions to take if you think a child is being abused

Appendix 6 : Peer-on-Peer allegations

Appendix 7: Roles of staff with designated responsibilities for child protection

Appendix 8: List of college policies relating to safeguarding

Appendix 9: Safeguarding – risks associated with recruitment

Appendix 10: Training staff in safeguarding

Appendix 11: Guidance on wearing of lanyards

Contextual Safeguarding

In KCSiE 2018 the DfE refer to contextual safeguarding as a specific term that has come out of research from the University of Bedfordshire.

The definition of Contextual Safeguarding is *“an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore children’s social care practitioners need to engage with individuals and sectors who do have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.”*

For us as a college, we will consider the various factors that have an interplay with the life of any student about whom we have concerns within the college and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

While this term applies to this specific definition, the notion of considering a child within a specific context is also important. What life is like for a child outside of the college, within the home, within the family and within the community are key considerations when the designated safeguarding lead is looking at any concerns.

Young Person:

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

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child'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, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities 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 of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child/young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), 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 maltreatment of a child/young person, though it may occur alone.

Prevention of Abuse the college will identify and provide opportunities for young people to develop skills, concepts, attitudes and knowledge to promote their safety and well-being, by addressing relevant issues in tutorials and other areas of the curriculum.

Adults:

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

Sexual Abuse: This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. 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 should exist between a member of staff or a volunteer and the person for whom they are caring, it would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for.

Psychological Abuse: This includes emotional abuse, 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.

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 that are based on a person's disability and other forms of harassment, or similar treatment.

Self-Neglect: This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

Other forms of Concern:

- Bullying
- Substance abuse
- Domestic violence
- Radicalisation and extremism Prevent

The Prevent strategy, launched in 2007, seeks to stop people becoming terrorists or supporting terrorism. It is the preventative strand of the government's counter-terrorism strategy, (CONTEST). Objectives of the Prevent strategy are to:

- respond to the ideological challenge of terrorism and the threat from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- work with sectors and institutions where there are risks of radicalisation that we need to address.

If there are concerns that a student is becoming radicalised and involved in an organisation which could ultimately harm the student and the community this needs to be reported to the DSO.

Forced Marriage

Forced marriages are marriage relationships conducted without the valid consent of both parties, where duress is a factor. If there are concerns that a student is in danger of a forced marriage the DSO will follow government guidelines and contact will be made with the 'Forced Marriage Unit' Arranged marriage is an entirely separate issue and must not be confused with forced marriage.

- Female genital mutilation
- Financial abuse or material abuse

Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse of misappropriation of property, possessions or benefits.

- Child sexual exploitation

Child sexual exploitation is illegal activity by people who have power over children and young people and use it to sexually abuse them.

This can involve a broad range of exploitative activity, from seemingly 'consensual' relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime. Children and young people at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse.

If you become aware, or suspect that, a student is being sexually exploited this needs to be reported to the DSO using the safeguarding procedures outlined.

Keeping children safe in education

**Statutory guidance for
schools and colleges**

**Part 1: Information for all
school and college staff**

September 2018

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Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. 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
 - taking action to enable all children to have the best outcomes
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early

help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

8. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33. Staff should expect to support social workers and other agencies following any referral.

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

10. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

12. **All** staff 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 should include:

- the child protection policy;
- the behaviour policy;³
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

¹ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

² 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.

³ All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

13. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
14. **All** staff should be aware of their local early help⁴ process and understand their role in it.
15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁵
16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking or exploitation
 - is at risk of being radicalised or exploited
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing drugs or alcohol themselves

⁴ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁵ More information on statutory assessments is included at paragraph 28. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- has returned home to their family from care
- is a privately fostered child

18. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 41-51.

19. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

20. Staff 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 should always act in the **best** interests of the child.

21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

22. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

23. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

24. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;⁶ or

⁶ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

- a referral for statutory services,⁷ for example as the child might be in need, is in need or suffering or likely to suffer harm.

25. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

26. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early help

27. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

⁷ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47.

Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

Statutory assessments

28. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

29. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children’s social care contact number.

What will the local authority do?

30. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

31. The referrer should follow up if this information is not forthcoming.
32. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).
33. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

34. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**.⁸ If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

Record keeping

35. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

36. 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.⁹ Examples of poor practice include:

- 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;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

⁸ Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

⁹ An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

37. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

38. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

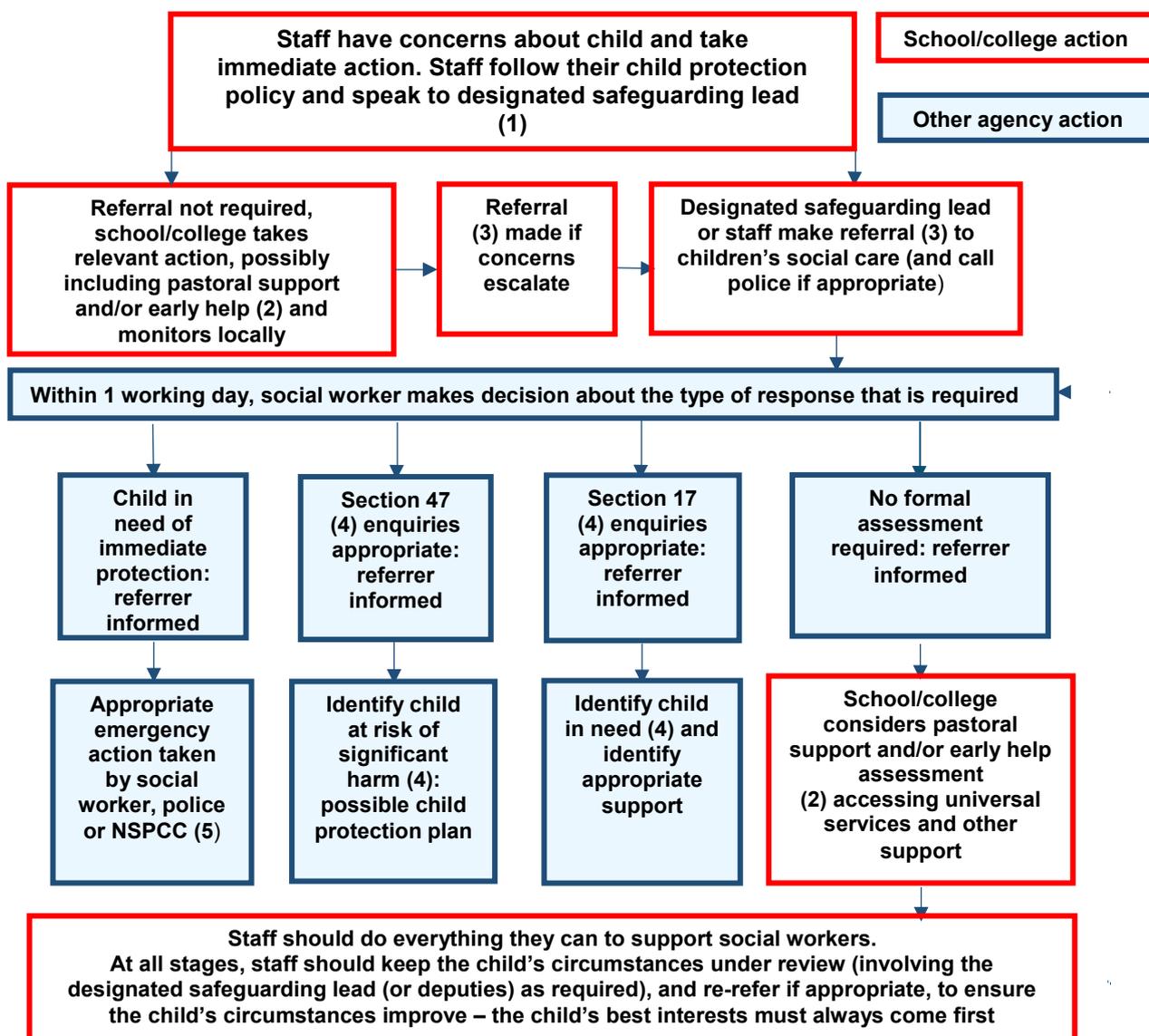
39. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

40. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
- The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk¹⁰

¹⁰ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Indicators of abuse and neglect

41. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
42. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
43. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
44. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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 maltreatment of a child, although it may occur alone.
45. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities 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 of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

46. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

47. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

48. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

49. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

50. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

51. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation

does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of

transporting drugs and a referral to the National Referral Mechanism¹¹ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

¹¹ [national crime agency human-trafficking](#)

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a

wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹² that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

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

¹² Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹³ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing radicalisation

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

[Extremism](#)¹⁴ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the

¹³ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

¹⁴ As defined in the Government's Counter Extremism Strategy.

armed forces. [Radicalisation](#)¹⁵ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁶ to the need to prevent people from being drawn into terrorism".¹⁷ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

¹⁵ As defined in the Revised Prevent Duty Guidance for England and Wales.

¹⁶ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁷ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the

experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁸ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

¹⁸ [Legislation.gov.uk](https://www.legislation.gov.uk)

What is consent?¹⁹ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²⁰

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²¹ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

¹⁹ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#)

²⁰ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

²¹ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
“Honour Based Violence” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

APPENDIX 4

BRIEF GUIDE TO PREVENT DUTY

The government's national counter terrorism strategy CONTEST has four elements:

Pursue, Protect, Prepare and Prevent

Prevent aims to stop people becoming terrorists or supporting terrorism.

Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British citizen. With the current government alert at severe [2015] the college needs to be aware of risks and raise awareness within its community.

New statutory guidance "Keeping Children Safe in Education" was introduced in April 2014. From this guidance the college introduced a new "keeping yourself safe guidance" which identified the behaviours it expects of staff. Further developments have also taken place around safer recruitment practice to ensure that all safeguarding procedures are in place.

Further education colleges are major education and training providers for the 16 – 25 year age group, particularly young people from ethnically diverse and socially and economically disadvantaged areas. The age and profile of our learners make it crucial to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting cohesion. colleges should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

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

Learner Support

To ensure that all staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective learner support services
- Developing strong community links and being aware of what is happening in the locality
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Recognising factors which may increase risk to a learner i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies
- Sign posting learners and staff to access support in college and/or via community partners
- Supporting at risk learners through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all learners

- Working collaboratively to promote support for learners across all areas of the college to
- include e.g. college nursery and learners in off-site provision

Managing Risks and Responding to Events

- To ensure that the college monitors risks and is ready to deal appropriately with issues which arise. It will do this through:
- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the college
- Identifying potential risks within the college and from external influences
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the college
- Ensuring that plans are in place to respond appropriately to a threat or incident within the college
- Responding appropriately to events reported via local, national or international news that may impact on learners and communities
- Developing effective ICT security and responsible user policies

British Values

British values should be embedded across the curriculum. The values include

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths

These can support the college's promotion of Ready, Respectful and Safe.

What to do if you have concerns?

BCoT Guide

BCoT embraces the need to take action to safeguard and promote the welfare of young people and vulnerable adults receiving education and training

Safeguarding children, young people and vulnerable adults is preventative. It covers issues such as:

- Health & Safety
- Bullying
- e-Safety

Child protection/protection of vulnerable adults is recognising and acting upon possible abuse

It is everyone's responsibility to:

- Recognise
- Respond
- Report
- Record
- Refer

What kinds of abuse are there? (At risk of significant harm)

- Physical
- Emotional
- Sexual
- Neglect

Other causes for concern

- Bullying
- Substance abuse
- Financial
- Domestic violence
- Forced marriage
- Extremism
- Radicalisation

What should cause concern?

- Unexplained injuries
- Pattern of injury
- Unrealistic parental expectations
- Continual self-deprecation – low self esteem
- Self-harm
- Neurotic behaviour
- Extremes of passivity or aggression
- Poor social development/isolation
- Lack of trust or fear of familiar adults
- Hunger, lateness, non-attendance
- Homelessness

How to talk to a student who is disclosing abuse

- Listen carefully and stay calm
- Do not interview – question without pressure to ensure you have understood
- Do not put words into the student's mouth
- Reassure by saying the student has done the right thing
- Inform the student that you must pass the information on but only to those who need to know
- Note the points carefully
- Make a detailed note of date, time, place and what was said

What you should not do

- Promise confidentiality
- Investigate the matter yourself
- Convey any sense of judgement or shock
- Discuss the situation with anyone else except the designated person

Action you should take if you suspect abuse

- Report to designated person
- Avoid excessive questioning of young person/vulnerable adult
- Make note of events
- Designated person contacts Children/Adult Services
- Complete a written report for designated person
- Designated person sends referral to Children/Adult Services
- Designated person to support both staff and student

If the decision is that the concern is not serious then you should

- Discuss options with young person/vulnerable adult and seek advice of designated person/line manager
- Agree course of action with young person/vulnerable adult
- Monitor discuss and support

How you should protect yourself from risk

- Do not hold private meetings with students
- Conduct one to one meetings with visual access
- Avoid any meetings with students away from college
- Avoid all unnecessary physical contact with students
- When demonstrating use of equipment to students respect limits of reasonable contact
- If administering first aid ensure other students or another adult is present when life is not threatened
- Do not enter into a sexual relationship with a student who is under 18, or a vulnerable adult, whether you teach them or not – this would be illegal under The Sexual Offences Act
- Do not use inappropriate language or gesture
- Inform your head of department if a student claims to be attracted to you
- Do not use disparaging or sarcastic comments
- Be particularly careful when involved in extracurricular or residential activities
- Do not give or receive inappropriate gifts to/from students
- Do not give personal communication information to students (addresses, telephone number, email, Facebook)

WHO TO CONTACT

BCoT Designated Officers

SMT Safeguarding Lead

Alexis Smith

Director of Student Experience

Tel: 01256 306471

Email: alexis.smith@bcot.ac.uk

Designated Persons:

Alexis Smith

Director of Student Experience

Tel: 01256 306471

Email: alexis.smith@bcot.ac.uk

Helen Key

Transition Manager

Email: helen.key@bcot.ac.uk

Rachel Auge de Rancourt

ALS Administrator

Email: Rachel.AugeDeRancourt@bcot.ac.uk

Lynsey Spillane

Course Director Specialist Provision

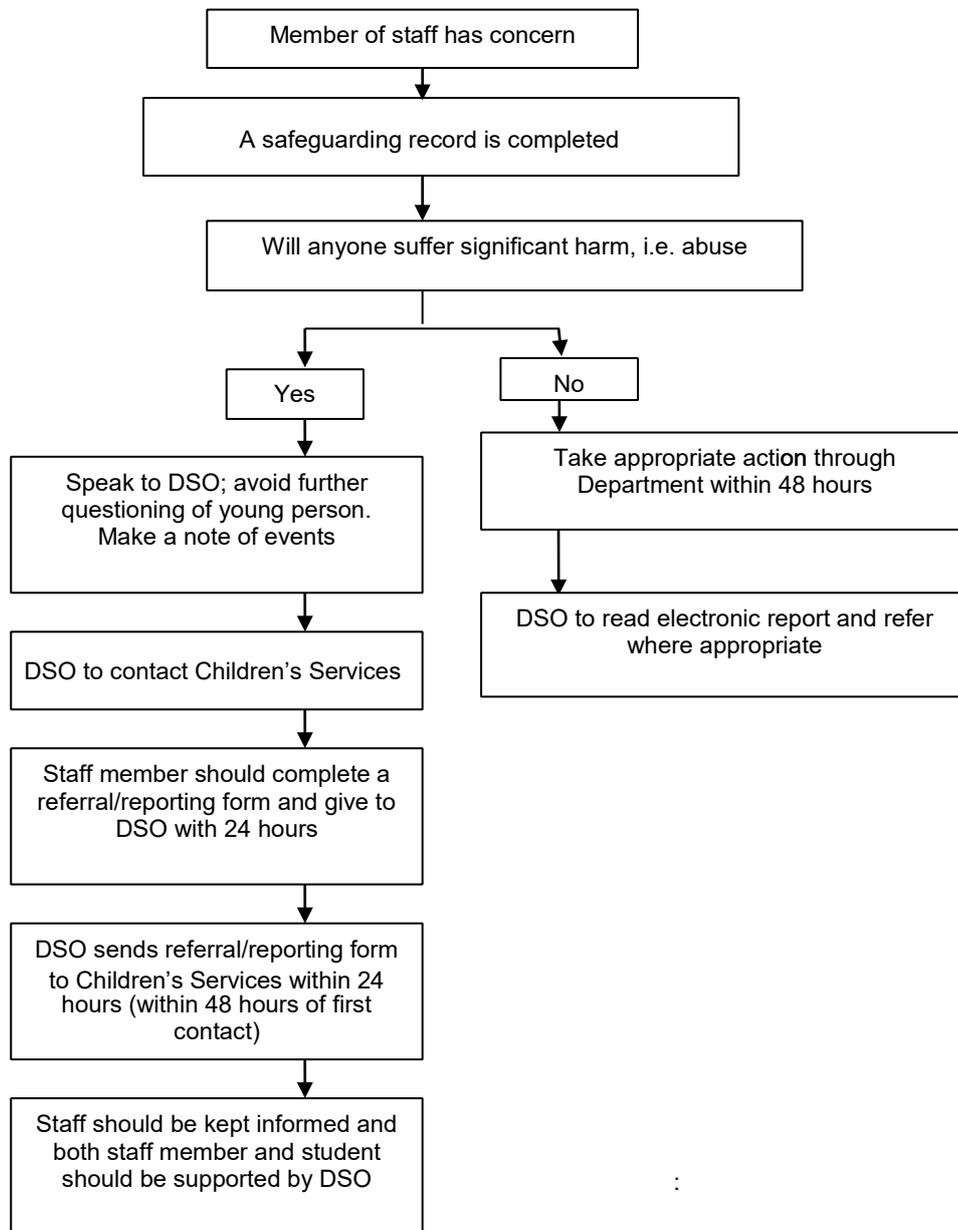
Email Lynsey.spillane@bcot.ac.uk

David Richards

Careers and Employability Team Leader

Email: David.Richards@bcot.ac.uk

ACTIONS TO TAKE IF YOU THINK A YOUNG PERSON IS BEING ABUSED



CONFIDENTIAL

SAFEGUARDING REFERRAL/REPORTING FORM: Section B

To be completed with the Designated Person

- One copy to be sent to Children's Services/police (if appropriate)
- One copy to be sent to the Principal
- One copy to be retained by the Designated Safeguarding Officer

Designated Person: _____

Contact Telephone Number: Work: _____

Home: _____

Name of Staff Member: _____

(Making the Referral/Reporting the Incident)

Contact Telephone Number: _____

Name of Complainant: _____

If different, name of child allegedly being abused: _____

Date and Time of Allegation: _____ Place of Allegation: _____

Details of the alleged allegation/concern: _____

Description of any injuries observed. If possible attach a diagram. _____

Name(s) of any others present at time of the allegation: _____

What action was taken by staff member in relation to the young person?

Names of any others present at the interview: _____

Action taken by Designated Safeguarding Officer: _____

Names of people contacted and times: _____

Was a referral made? _____

Action agreed with Children's Services:

Further action to be taken:

Signature of staff member making referral/reporting incident: _____

Signature of Designated Safeguarding Officer: _____

Date: _____ Time: _____

Sexual violence and sexual harassment between children in colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2018).

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
We will minimise the risk of peer on peer abuse by:-

Prevention:

- Taking a whole college approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the college's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Responding to reports of sexual violence and sexual harassment:

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the searching, screening and confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the designated safeguarding lead or their deputy as soon as possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01329 225379).

Risk Assessment:

Following a report, the designated safeguarding lead will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider:

- The victim, especially their protection and support
- The alleged perpetrator, their support needs and any disciplinary action
- All other children at the college
- The victim and the alleged perpetrator sharing classes and space at college.

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Action: The designated safeguarding lead will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options: The designated safeguarding lead will manage the report with the following options:-

- Manage internally
- Early help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to social care)

Ongoing Response:

- The designated safeguarding lead will manage each report on a case by case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The designated safeguarding lead will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the college will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children and adults) will receive appropriate support and safeguards on a case-by-case basis.
- The college will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in college
- The college recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer-on-peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the behaviour policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References: –

KCSiE (DfE 2018)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2018)

Roles of Designated Staff Responsible for Safeguarding

Roles of Designated Staff Responsible for Child Protection

- a) The senior member of staff responsible for recruitment and training needs of staff is the Head of Human Resources.
- b) This member of staff is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in child protection issues and are aware of the college child protection procedures
- c) The senior member of staff with operational responsibility for child protection is the, Director of Student Experience
- d) This member of staff has a key duty to take lead responsibility for raising awareness with the staff of issues relating to the safeguarding of children, young people and vulnerable adults and the promotion of a safe environment for these learners within the college.
- e) **The SMT Safeguarding Lead is to:**
 - Fully co-operate and work with the LSCB (safeguarding partner)
 - Be aware of the methods and requirements of inter-agency working
 - Keep up-to-date with developments in child protection issues
 - Oversee the referral of cases of suspected abuse or allegations to the Children's Services
 - Provide advice and support to all other staff on issues relating to child protection
 - Maintain a proper and auditable record of any child protection or safeguarding referral, complaint or concern including cases where that concern does NOT lead to a referral
 - Ensure that all data and information relating to Child Protection matters are stored securely in locked accommodation
 - Ensure that all parents and guardians of children and young people within the college are aware of the college safeguarding policy
 - Liaise with the local education authority and the LSCB (safeguarding partner) and any other appropriate agencies
 - Liaise with secondary schools which send pupils to the college to ensure that appropriate protection arrangements are made for those pupils enrolling at college
 - Ensure that all other persons in partnership with the college, including volunteers, subcontractors and service level agreement holders are aware of this policy and understand their obligation to protect and safeguard children, young people and vulnerable adults
 - Produce an annual report to the Board of Corporation setting out how the college has discharged its duties. The report must include any deficiencies in procedure or policy identified by the LSCB (safeguarding partner)
 - Report any deficiencies identified by the LSCB or any other relevant agency to the Board of Corporation at the earliest opportunity
 - Have direct access to the Principal on a no-notice basis

Designated Safeguarding Officers (DSOs)

The designated staff members with responsibility for safeguarding issues are Alexis Smith, Director of Student Experience, David Richards Careers and Employability Team Leader, Helen Key Transition Manager and Rachel Auge de Rancourt ALS Administrator, Lynsey Spillane Course Director for Specialist Provision.

These designated staff members are to:

- Report to the SMT safeguarding lead
- Know how to make an appropriate referral
- Be available to provide advice and support to other staff on issues related to child protection

- Have particular responsibility to be available to listen to children and young people studying at the college or at a work placement
- Deal with individual cases, including attending any case conferences and review meetings as appropriate
- Receive child protection training and inter-agency working training as required by the LSCB
- Undergo refresher training in child protection at least every two years

f) **Duties of the Designated Governor**

The designated member of the Corporation with responsibility for safeguarding is Steve Fussey.

The designated governor is responsible for liaising with the Principal and SMT safeguarding lead with responsibility over matters regarding safeguarding and child protection, including:

- Ensuring that the college has procedures and policies which are consistent with the Local Safeguarding Children Board (LSCB, safeguarding partner) procedures
- Ensuring that the governing body considers the college policy on safeguarding each year
- Ensuring that each year the governing body is informed of how the college and its staff have complied with the policy including, but not limited to, a report on the training that staff have under taken

The designated governor is further responsible for overseeing the liaison between the LSCB, the police, Children's Services and any other agency defined by the LSCB in connection with allegations against the Principal or the SMT safeguarding lead. This will NOT involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

To ensure that the designated member of the Corporation is supported in their duties they shall receive appropriate safeguarding training.

1. Policies relating to the safety of the facilities:

H&S 1fr	Car Parking Policy
H&S 1g	Security Policy

2. Policies relating to incidents and activities

H&S 1a	Educational Visits Procedure
H&S 1b	Reporting and Investigation of Incidents, Accidents, Diseases and Dangerous Occurrences
H&S 1c	Emergency Procedures for Fire and Bomb Evacuation
H&S 1i	Procedure on Staff response to college Incidents and Queries
Stu 2b	Learner Involvement Strategy
Stu 3c	Work Experience Placements for Full Time Students Policy and Procedure
Stu 2j	Student Complaints Policy and Procedure
EDS 1d	Anti-Bullying Policy

3. Policies relating to data protection

G&M 1f	Policy on Access to College Information
G&M 1h	Data Protection Statement
H&S 1h	IT Security Policy
Stu 2h	Electronic Communication Acceptable Use Policy and Procedures for Student Use

4. Policies relating to development of long term physical, social and financial well-being

H&S1d	Smoke Free Policy and Procedure
H&S 1e	Environmental and Sustainability Policy
EDS 1a	Equality and Diversity Policy
Stu 2i	Drugs Policy (Substance Use, Misuse or Abuse)

5. Policies relating to employment

HR 2c	Bullying and Harassment
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As part of our review of safeguarding in the college, two areas of risk regarding the recruitment and employment of staff, especially sessional/casual staff, have been identified. These are:

- 1.1 The possibility that a new member of staff will not have their identity and right to work in the UK checked. (Note that it is illegal to knowingly employ anyone without the right to work in the UK and we are obliged by law to undertake appropriate checks).
 - 1.2 The likelihood that new members of staff will be placed in a position of trust/responsibility for children and/or vulnerable adults before the college has had the opportunity to check their DBS status. This is a particular issue in the case of teaching staff.
- 2 Recently revised recruitment practice for permanent staff requires individuals to produce, at the time of interview, the relevant documentation to check their right to work in UK. Thus, for permanent staff, the risk of 1.1 above occurring should be minimal.
 - 3 On being offered a post, permanent staff are sent the DBS forms to complete and are asked to provide the supporting documentation in advance of commencing work (or, as a last resort, on their first day of work). A phone call is made to arrange a date for documentation to be brought in. The length of time that we have to wait for the DBS clearance to come through, after they have commenced work, is thus minimised, although the waiting time is often not eliminated as the DBS clearance can take several weeks to be processed.
 - 4 In order to reduce the risks associated with 1.1 and 1.2 above, the following measures must now be implemented by heads with immediate effect.

A Recruitment of sessional/casual staff

- 5 Inform candidates *before* you offer them a post, ideally when you call them to interview, that an enhanced DBS check, as well as proof of their right to work in the UK, will be required in order for their post to be confirmed.
- 6 Tell successful candidates that they must, at the latest, bring the necessary DBS documents/proof of identity documents with them on their first day of work, and provide them to HR that day. If they can provide them to HR before their first day at work, then that would be preferred. They should allow approximately 30 minutes for HR to record the documents and ensure a DBS disclosure from is completed. Note: people who will be working outside the standard working hours (8.30 am. to 5 pm.) will be expected to visit during these standard hours to complete the documentation.
- 7 On offering a post to a sessional member of staff, send an email to HR that you have made an offer, giving the person's name, the role and the proposed start date.
- 8 The employment cannot be confirmed and no pay claims will be processed until the required documents have been received, and casual/sessional staff should be warned of this at the time you make them the offer.

Note that, for permanent staff, no offer will be confirmed until the documents have been received.

B Staff awaiting DBS clearance.

- 9 Inevitably, some staff, including many (if not most) new sessional/casual staff will start work before their DBS disclosure has been processed by the DBS, and their clearance received in HR. Line managers/heads must therefore maintain “heightened supervision” on these staff until HR confirms that a satisfactory DBS report has been received. This “heightened supervision” should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. HR will inform line managers/heads immediately on receipt of a satisfactory DBS check.
- 10 Staff who teach elsewhere and/or are experienced teachers may well have been DBS checked by another establishment. If this is the case the individual will have a copy of that disclosure, and they could be asked to provide HR with copy details (in a sealed envelope marked “confidential”) as an interim measure until the new clearance comes through. This would not obviate the need for our own check to clear through the DBS but it would provide some level of reassurance.
- 11 For each member of staff awaiting DBS clearance, heads are to keep a brief note of their risk assessment regarding their access to learners and should be prepared to justify the “heightened supervision” measures they have implemented.

Training Plans to Implement Whole College Approach to Safeguarding

- 1 All staff employed by BCoT need to undertake training in safeguarding, such training is available through Safeguard.
- 2 Provision needs to be made for training governors, contractors and volunteers.
- 3 Initial training to be updated annually.
- 4 The level of training for personnel will vary.
 - a. Staff involved in recruitment to undertake will take safer recruiting training
 - b. The level of training required by contractors will relate to the amount of time spent by contract staff in college. Our premises are a specified place. Where contract staff are involved in regulated activity frequently, intensively or overnight, the college will provide training in modules 1 and 2 and this will be negotiated as part of the terms of contract. Local managers of contract companies will be expected to undertake this training. Staff whose employment in college is infrequent or occasional or whose hours of work do not coincide with student presence in the building will be provided with a brief introduction to the topic reinforced by a leaflet. The contractor will make any necessary arrangements about staff time.
- 5 Staff to be identified by issuing of a list by HR.
- 6 Staff involved in recruitment to undertake modules 3 and 4 of the LSIS training.
- 7 Contractors to be issued with the Brief BCoT Guide to Safeguarding.
- 8 All staff and contractors (dependent on the amount of time spent in college) to complete the Channel on-line training (Prevent).
- 9 Safeguarding updates will be given through teacher forums, all staff email, team meetings, on training days.

Guidance for wearing lanyards

To support the college policy that all staff and students should wear their lanyards at all times. To ensure everyone is safe at college it is important that everyone wear lanyards. The expectation is that lanyards are visible for all staff/students/visitors at all times. The student's badge must be visible, it is not enough for students to have their badge in their pocket with the lanyard hanging down. Students should wear their badge at all times (for health and safety if they do not have a belt clip they may need to remove them when working with machinery in workshops).

To ensure that there is a consistent approach across the college all staff must challenge anyone they see without a lanyard.

Guidance for students

Through induction, tutorials and lessons the importance of wearing lanyards at all times will be reiterated, it will be linked with keeping everyone safe.

Students will not be served in the canteen without their badge being visible. When supporting students in any area the student should have their badge visible and challenged if not.

Guidance for staff

The expectation is that **all** staff challenge any person not wearing a lanyard and visible badge. Staff should not enter into conversation with a student if the badge is not visible. If the student does not have one they go to student services to get a temporary badge.

Students will not be allowed into class without a badge, if they have forgotten it they should be sent to student services. Badges should be kept on during lessons as this will support the students wearing them consistently and so they cannot leave their badge in the classroom and it promotes the consistency we are aiming for across the college

If you see students in common areas without their badge being visible ask them to put it on.

Consequences

If a student is rude or uncooperative, take the student's name and log it as a behaviour alert on the eILP. If the student has three behaviour alerts there will be a disciplinary meeting.

If there is any member of staff who would like support on how to challenge students please contact the Director of Student Experience on extension 6471.