

**Safeguarding Policy and Procedure**

**2021/22**

***“Saying nothing is not an option”***

***“Don’t assume someone else has raised the concern or reported it”***

**Safeguarding procedure contents**

|  |  |
| --- | --- |
|  | **Page Number** |
| Key personnel | **3** |
| Introduction | **4** |
| Safeguarding – what all staff need to know | **5** |
| How to report a concern | **9** |
| Responding to a concern – the role of the safeguarding team | **12** |
| Storage and transfer of files | **13** |
| Raising concerns about members of staff | **13** |
| Raising concerns about safeguarding practice | **14** |
| Staff training  | **14** |
| FGM mandatory reporting duty | **15** |
| **Appendix 1**Procedure for dealing with allegations of peer on peer sexual violence and sexual harassment (Including online) | **17** |
| **Appendix 2**Student bullying and harassment statement of intent | **22** |
| **Appendix 3**Helpful links  | **25** |
| **Appendix 4**Definitions | **26** |
| **Appendix 5**Further information (taken from Keeping Children Safe in Education 2021) | **28** |
| **Appendix 6**Safeguarding policy statement | **38** |

The procedure has referenced and reflects the following external guidance documents:

* Department for Education *Keeping Children Safe in Education; Statutory Guidance for Schools* and *Colleges (September 2021)*
* *Mental Health and Behaviour in Schools (2021)*
* *Sexual violence and sexual harassment between children in schools and colleges (2021)*
* *Ofsted review of sexual abuse in schools and colleges (2020)*
* Department for Education *Child Sexual Exploitation. Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (Feb 2017)*
* Department for education – *sexual violence and sexual harassment between children in schools and colleges (May 2018)*
* *Counter Terrorism and Security Act 2015* *and revised 2018*
* *Working Together to Safeguard Children 2017*
* *Criminal Exploitation of Children and vulnerable adults: county line guidance (2017)*
* *Putting Children First (July 2016)*
* *Preventing youth violence and gang involvement (2013)*
* *Protection of Freedoms Act 2012*
* *Safeguarding Vulnerable Groups Act 2006*
* *Children Act 1989 and 2004*
* *Education Act 2002*

**Key personnel:**

**Designated Safeguarding Lead (DSL) – Louise Knott (Vice Principal)**

Deputy DSL – Matthew Vaughan (Vice Principal)

Safeguarding Manager (Deputy DSL) – Rebecca Broomhead \*

Safeguarding Officer (Deputy DSL) – Cora Bennett

Safeguarding Officer (Deputy DSL) – Danielle Blower

Safeguarding Officer (Deputy DSL) – Rebecca Smith

Safeguarding Officer (Deputy DSL) – Kelly McGranaghan

Safeguarding link governor – Steve Sutton

\*carries operational responsibility for responding to safeguarding referrals.

**Linked documents**

This policy and procedure should be read in conjunction with the following college policies and procedures:

Harassment and bullying statement of intent (students) – attached at appendix 2

Staff code of conduct

Positive behaviour management pack including student code of conduct.

**Introduction**

1. The Children and Young Persons Act 2008 defines a child as “everyone under age 18”. The Safeguarding Vulnerable Groups Act 2006 defines a adult at risk as a person aged 18 years or over, who is in receipt of or may be in need of community care services by reason of “mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.”
2. The college’s procedures are compliant with legislation related to safeguarding and are updated on an annual basis to ensure that they continue to meet key Government requirements as set out in Keeping Children Safe in Education and Working Together to safeguard children.
3. These procedures apply to all children and adults at risk who are suspected of being, or have been, abused or at risk of abuse. They also apply to students of all ages at risk of being drawn into extremist activity. This includes all students enrolled on College courses, including students linked to schools attending College and for staff employed at the College under the age of 18.
4. Safeguarding and promoting the welfare of children is defined as:
* protecting children from maltreatment;
* preventing the impairment of children’s mental and physical health or development;
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* taking action to enable all children to have the best outcomes.
1. In the document *Putting children first (July 2016)* the Government set out its ambitions to support vulnerable children to lead a safe and positive life, to become successful adults and to have the kind of happy childhood that we all want for our children. Help and protection should be provided in a timely, enduring and flexible manner, and be the best it can be. This requires children, parents and carers affected by abuse to feel part of the solution and confident that they will be believed. Practitioners should work together to reduce the immediate risk of harm and collaborate to develop long term strategies to improve children’s and young people’s life chances.
2. The primary responsibility for the protection of children rests with the parent(s)/carer(s). All agencies have the responsibility for the prevention, identification and reporting of child abuse. The Local Authority Children’s Social Care Services has a main statutory duty to investigate alleged or suspected child abuse under Section 47 of The Children Act 1989 and also to provide appropriate support and child care services.
3. It is not the College’s responsibility to investigate abuse. Nevertheless, it has a duty to act if there is cause for concern and to notify the appropriate agencies so that they can investigate and take necessary action.
4. West Nottinghamshire College takes a whole college approach to safeguarding and is committed to working with the Local Safeguarding Partners and to complying with their procedures. The College recognises that it has a responsibility towards children to safeguard and promote their welfare and to take appropriate decisions about how this can be achieved. The College has a responsibility to discuss any concerns they have with the family or carer in question, and where possible seek their agreement to making a referral to the relevant social care referral point (MASH for Nottinghamshire and Starting Point for Derbyshire) or the Early Help Team. However, such discussions or agreement should not be sought if to do so would:
* place a child at increased risk of significant harm
* interfere with criminal enquiries
* raise concerns about the safety of staff members
1. The DSL, Safeguarding Manager and any other deputies are likely to have a complete picture in relation to safeguarding and are therefore the most appropriate people to advise on responses to safeguarding concerns or safeguarding issues more broadly.
2. The college at any time has a large volume of young people on work placement, the college will ensure that the principles and procedures enshrined within this document are applied to students either studying in the workplace as an apprentice or who are experiencing the world of work through work placement. The college will work with employers to ensure they understand their responsibilities for safeguarding young people whilst in their business and for reporting any concerns they may have through the college’s procedures.
3. The College’s duties under the Counter Terrorism and Security Act 2015 (revised 2018) state that specified authorities have to have due regard to ‘preventing people from being drawn into terrorism’. All agencies have a responsibility for the reporting of, protection from and prevention of people being radicalised.
4. The College is committed to working proactively with the DFE regional Prevent coordinators, the Police Prevent Team and local Channel Chairs.

**Safeguarding – what all staff need to know**

1. Enshrined within legislation around safeguarding is the principle that all concerns raised by young people and vulnerable adults should be listened to and taken seriously, as such the college operates on a policy of open engagement with students – we will all take concerns seriously and take the necessary steps to ensure that we can respond to those concerns in the most appropriate way. Internally, the college will work along the principles of working together to safeguard children, sharing information appropriately with colleagues is an essential part of our safeguarding obligations and will enable us to gain a holistic picture of potential risk and vulnerabilities.
2. All college staff should be able to identify young people who might benefit from Early Help and should be particularly alert to the potential need for early help for young people who:
* is disabled or has specific additional needs;
* has special educational needs whether or not they have an education health and care plan;
* is a young carer;
* is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, and association with organised crime groups;
* is frequently missing/goes missing from home or from care;
* is misusing drugs or alcohol;
* is at risk of modern slavery, trafficking or exploitation;
* is in a family circumstance presenting challenges for the young person such as substance misuse, adult mental health problems or domestic abuse;
* is showing early signs of abuse or neglect;
* is at risk of radicalisation;
* is a privately fostered child; and/or
* has returned home to their family from care.
1. Staff should seek advice and guidance from the college’s welfare, additional learning support or safeguarding teams in the first instance for young people and adults who they feel may benefit from early help.
2. Staff should have an understanding of the cohort of students who have or have had in the recent past a social worker and should have an understanding of their academic progress, attainment and should have as high aspirations for these students as they do for their peers. The DSL carries cross college responsibility for ensuring our most vulnerable students, including those with a social worker, are provided with the support and adjustments necessary to ensure they can reach their potential and realise their ambitions.
3. Where students need a social worker, this may indicate heightened safeguarding risks. A young person’s experience of adversity and trauma can leave them vulnerable to further harm as well as facing barriers to attendance, learning, behaviour and mental health. The safeguarding team will keep on file a record of all students with a social worker, whether or not they are placed on a formal plan for protection. We will work closely with the social care team to promote and protect the best interests of that student and will inform the college’s procedures in relation to unauthorised absence and promoting welfare. Every student with a social worker will automatically receive pastoral support from either the safeguarding or welfare teams.
4. All staff should have the skills knowledge and understanding to keep previously looked after children safe. A previously looked after child potentially remains vulnerable. The college will work proactively with other agencies to take prompt action where necessary to safeguard these young people and vulnerable adults.
5. **All** staff should be aware of ‘contextual safeguarding’ that is an awareness that safeguarding incident can be associated with factors outside the family home, school or college environment. All staff and designated personnel within the college should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation and serious youth violence. In this context it is important that staff provide as much information as possible when making a referral to social care or other agencies.
6. All staff should have an awareness of issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and the consensual and non-consensual sharing of nudes or semi-nudes images/videos can be signs that a young person is at risk.
7. Staff should be alert to the particular vulnerability of students with learning difficulties/ disabilities. They are more likely to be isolated physically, geographically and socially and to experience feelings of rejection because of this. They are less likely to use mainstream facilities and resources and they are more likely to have communication difficulties. Students with learning difficulties/disabilities may suffer more severely from having little confidence and low self-esteem. There exists the potential for exploitation by more able peers and the misinterpretation of the nature of behaviour between young people themselves. Staff should take extra care when dealing with students with learning difficulties/disabilities. Do not assume that indicators of possible abuse such as behaviour, mood and injury relate to the student’s disability without further exploration. Students may come to college with an Education, Health and Care Plan (EHCP) in some cases the EHCP might detail factors that make a student inherently more vulnerable to safeguarding concerns and as such factors should be discussed with the safeguarding officer. Safeguarding and welfare concerns will be taken into account when using restraint on students with learning difficulties/disabilities. To safeguard a student or others it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the young person. Positive behaviour management strategies will be included within an individual student’s assessment of need with a view to reducing the need to use restraint.
8. Staff should be alert to the signs of child sexual exploitation (CSE) and child criminal exploitation (CCE) which is likely to affect students at the college and which is often not disclosed by students themselves. The hidden nature of CSE or CCE exploitation and the complexities involved means that professional curiosity and always being alert to the issue is vital. Both CSE and CCE are forms of abuse and are defined as: “a form of child 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 or criminal activity a) in exchange for something the victim needs or wants, and/or b) for financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. The abuse can be perpetrated by individuals, 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 or complex, organised abuse. The victim may have been exploited even if activity appears consensual. Exploitation does not always involve physical contact; it can also occur through the use of technology. CSE and CCE can affect both males and females and can include children moved (trafficking) for the purposes of exploitation.
9. Staff should be aware of the indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence, a change in friendships or friendship groups, significant decline in performance, signs of self-harm, or signs of assault or unexplained injury. Staff should also be aware of the range of risk factors which increase the likelihood of involvement with serious crime such as: being male; having been frequently excluded from school; having experienced childhood maltreatment; and having been involved with offending.
10. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The college works with external statutory mental health agencies, only staff that are appropriately trained should make a diagnosis of mental health issues but all staff are well placed to observe students day to day and identify those whose behaviour may suggest that they are experiencing a mental health difficulty. Safeguarding concerns regarding a student’s mental health should be escalated as safeguarding concern utilising the college’s procedures.
11. The college works in partnership with a number of agencies and bodies to further extend our understanding of child and adolescent mental health and in particular the impact of trauma on mental health and on the behaviour of our students. All staff should seek to understand the root cause of behavioural issues and refer students to the welfare or safeguarding team depending on the nature of the concern. The college promotes personal resilience as part of its wider tutorial and welfare support services, whereby young people are encouraged and supported to positively manage their own mental health and triggers.
12. All staff should recognise that children are capable of abusing their peers and that abuse can happen inside and outside of college. The college will take all reasonable steps to ensure that:
* The college minimises the risk of peer on peer abuse through the creation of an inclusive and welcoming environment and culture and where instances are challenged and acted upon quickly;
* Allegations of peer on peer abuse will be investigated by college through either safeguarding or disciplinary procedures and will be dealt with in accordance with the college’s published code of conduct;
* Victims, perpetrators and anyone else affected by peer on peer abuse will be supported by the college’s central student support team and where necessary will be provided with early help and/or external counselling support.
1. All staff should understand that even if there are no reports in the college of peer on peer abuse it does not mean that it is not happening. If staff have **any** concerns regarding peer on peer abuse that they are reported to the safeguarding team in line with these procedures.
2. All staff should challenge inappropriate behaviours between peers as and when they observe them.
3. The college has a zero tolerance for all forms of harassment and abuse and recognises that abuse is abuse and will never be tolerated or passed off as ‘banter’, ‘having a laugh’ or ‘just part of growing up’. The college recognises the gendered nature of peer on peer abuse but will take all forms of peer on peer abuse seriously.
4. Peer on peer abuse can take different forms and is most likely to include but is not limited to:
* Bullying including cyber-bullying, prejudice based bullying and discriminatory bullying;
* Abuse in intimate personal relationships with peers;
* Sexual violence and sexual harassment;
* Upskirting – which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, this is now a criminal offence;
* Physical abuse such as hitting, shaking, kicking, biting, hair pulling or otherwise causing physical harm. This may include an online element which facilitates, threatens and encourages physical abuse;
* Consensual or non-consensual sharing of nudes or semi-nudes (also known as sexting); and
* Initiating hazing/ type violent rituals.
1. The college will take account of Government advice when considering how to respond to allegations of child on child sexual violence and sexual harassment. Reports of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made. It is important to assure all victims that their concerns are being taken seriously and that they will be supported and kept safe. The safeguarding team will make an immediate risk assessment and will take into account both the victim and the alleged perpetrator. The college will also consider:
* The wishes of the victim.
* The nature of the alleged incident and whether any crime has potentially been committed.
* The ages of the people involved.
* Any power imbalance between victim and perpetrator.
* Risk factors and vulnerabilities of both victim and perpetrator.
* If the alleged incident is a one off or a substantiated pattern.
* Any ongoing risks to the victim, other students or college staff.
* Other related issues and the wider context.
1. For more detailed guidance on definitions of sexual harassment, sexual violence and harmful sexual behaviour see appendix 1 (dealing with allegations of peer on peer sexual violence and harassment).
2. All staff should be able to reassure victims that they are being taken seriously and that their concerns will be reported and they will be kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual harassment or sexual violence. Victims should never be made to feel ashamed for making a report.
3. An essential part of the college’s safeguarding culture is safeguarding students from harmful and inappropriate online material. The college utilises monitoring software, Smoothwall, to track online activity that may potentially cause harm to students. The safeguarding team take the overarching responsibility for following up on these concerns. In addition the college embeds an understanding of online safety and the maintenance of a professional online presence as part of its tutorial scheme. The college’s approach to online safety is one that takes account of the ‘4Cs’:
* Content – preventing students from accessing harmful and illegal online content;
* Contact – monitoring and responding to harmful online contact, including peer to peer cyber-bullying and/or harassment;
* Conduct – educating students into appropriate and safe personal conduct online; and
* Commerce – educating students to the range of online risks including gambling, phishing and financial exploitation.

**How to report a concern – our safeguarding processes**

1. All staff should make themselves aware of how to report a concern. Staff should respond quickly to concerns being raised. Our procedure is based on the Recognise, Report, Respond, Record principles:
2. **All** safeguarding or prevent-related concerns/disclosures must be reported following the Safeguarding Procedure concerns should be recorded as a **new incident on the CPOMS system**. **If staff do not have access to the system, they must email** **safeguarding@wnc.ac.uk** **or call the safeguarding team to report the concern. Concerns should be reported to the team within 2 hours of the concern or disclosure.**
3. If a student is making a disclosure, you need to ask questions but keep them to a minimum and do not ask leading questions. The use of leading questions can cause problems for the subsequent investigation and any court proceedings. **Listen without judgement**.
4. Reassure the student that they have done the right thing in reporting the incident to you. Inform them that you will need to pass the information on to the team. **Do not** promise confidentiality as the team may need to share the information with external agencies, and for students aged 16-18, parents.
5. Comprehensive and factual notes of the incident must be made within **2 hours**, including:
* clear and comprehensive summary of the concern
* your name and the names of others present
* the name of the student at risk and any other linked student(s).
1. ***A disclosure is:*** When a person tells you that something has happened. Disclosures should be reported to the safeguarding team using our procedure (see paragraph 36), do not promise confidentiality.
2. ***A concern is:*** when you feel that something may not be right with a student and have not been told anything. You may choose to report your concern immediately to the safeguarding team using the process in paragraph 36 without speaking to the student or you may raise your concerns with the student prior to reporting or seek advice and support from the safeguarding team prior to formally raising a new incident on CPOMS.
3. Please note that the safeguarding team work normal college hours (8.30am – 5pm) and have a rota of staff available outside of term time, as such concerns that are raised through the CPOMS system after 5pm may not be looked at until the next day. We expect staff to make an assessment of the urgency of the concern. Urgent out of hours concerns or disclosures should be made to the designated safeguarding lead (DSL), Louise Knott, on her mobile 07909 990745. If the DSL is not available then make contact with the emergency duty head (published on staffnet on a weekly basis).
4. If you are unable to reach any one out of hours contacts and there is a pressing and urgent risk of harm staff should make a referral to the multi-agency safeguarding hub (MASH) team themselves at the following web link <https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash>, for students residing in Derbyshire referrals should be to the Starting Point service <https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-contact-and-referral-service.aspx> .Staff should let the safeguarding team know that a referral has been made.
5. **Do not** investigate any allegation that has been disclosed to you or any concerns that you might have. This is undertaken by the Local Authority’s Children or Adult Social Care Teams or other external agencies in cases linked to radicalisation. They will be contacted by the Safeguarding Officer. See FGM Mandatory reporting requirements contained at the end of this procedure.

**Responding to a concern – the role of the safeguarding team**

1. Incidents reported through CPOMS will initially be assessed on a triage basis, with the most urgent concerns being dealt with first. The designated person will meet with the student (if appropriate) and will note how the concern has been followed up and resolved and note any action and decisions reached. Feedback will be provided to staff members who raised the concern and any other staff who need to be made aware of the concern and the outcome.
2. Serious and/or complex cases will be discussed with the DSL. The DSL will approve the closure of incidents through the CPOMS system and will be expected to confirm no further action is necessary.
3. In the case of work place students who are not based locally, the safeguarding team will advise the staff member who raised the concern, how to proceed.
4. Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting students’ welfare including educational outcomes. The college has clear powers to share, hold and use information for these purposes for children under the age of 18.
5. For young people under the age of 18, concerns would usually be shared with parents in line with guidance in keeping children safe in education. Parents would not be informed where it may well cause greater risk of harm to the young person. Reasons for not informing parents will be logged and, should a referral to social care be needed, flagged with the duty team.
6. For students over the age of 18, the college would usually need to seek consent to share information with other professionals, agencies and next of kin. However, where the team assess significant and imminent risk, for example, risk of suicide, the DSL may authorise sharing information without consent. The lack of consent will be made explicit when sharing information.
7. All staff need to understand relevant data protection principles and how they relate to safeguarding matters. GDPR allows the processing and storage of sensitive and personal information in relation to safeguarding, this should be treated as ‘special category data’. Safeguarding of children and individuals at risk is a processing condition that allows practitioners to share special category data. This includes allowing practitioners to share information without consent where there is good reason to do so. Fears about sharing information must not be allowed to stand in the way of the need to safeguard, promote the welfare and protect the safety of children. The safeguarding team will be the ones to share data and information and if in doubt about sharing information with other professionals please seek their advice in advance.

**Storage and transfer of files**

1. All copies of records, either electronic or paper based, **MUST** be kept in a secure place; e.g. paper based records in a safe and electronic records should be in a secure and restricted folder.
2. The college will, wherever practical, store and keep up to date two emergency contact details for all students and particularly those under the age of 18 or who is deemed a vulnerable adult.
3. Where students leave the college for another provider, the college will take all reasonable steps to ensure the transfer of safeguarding files to the new provider as soon as possible. The college will work with local schools and the local authority to ensure that files are transferred to the college in a timely fashion after a student enrols with us, the college will have an information sharing protocol in place to enable this to happen securely.

**Raising concerns about members of staff**

1. Any suspicion, allegation or actual abuse of a student by a member of staff, including supply staff, must be reported to the DSL, Louise Knott immediately.
2. In the event of a concern about the DSL procedures for reporting concerns against a senior post holder must be followed (see paragraph 57 below).
3. In the event of a complaint against a senior post holder, the Clerk to the Corporation Board should be informed and should consider at what stage the Corporation Board must be notified, with full consideration at all times of the alleged victim. Senior post holders at the college are the Principal, Vice Principals and Director of Finance.
4. All staff should be aware of their professional boundaries and **must** not cross them, they also need to be aware that their relationships and associations (including online) may have a safeguarding implication.
5. Any allegations will be managed in line with Keeping Children Safe in Education statutory guidance. All such allegations against a member of staff which meet the harm threshold will be reported to the Local Authority designated officer in the first instance. Staff should be aware that such an allegation could result in a referral to the Disclosure and Barring Service (DBS) and the National Council for Teaching and Leadership. Staff will use NPCC guidance, *“When to Call the Police”* to determine whether the police need to be involved. However, not all concerns will meet the harm threshold. The college encourages and promotes a culture whereby staff feel enabled to report concerns about a colleague’s conduct and have confidence that those concerns will be taken seriously. **All** concerns whether or not they meet the harm threshold will therefore be recorded to enable the college to build a picture of suitability over time.
6. Low level concerns are those that do not meet the harm threshold. It does mean that these concerns are not significant, a low level concern is **any** concern, no matter how small, and even if no more than a ‘nagging doubt’, that an adult working on behalf of the college may have acted in a way that is inconsistent with the staff code of conduct, examples can include but are not limited to:
* Being over friendly with young people;
* Having favourites;
* Taking photographs of young people on their personal mobile phones;
* Engaging with a young person on a 1:1 basis, behind closed doors or in a secluded area; and/or
* Using inappropriate, intimidating, offensive or overly sexualised language.
1. Such behaviour exists on a spectrum from inadvertent/thoughtless or behaviour that may look to be inappropriate but may not be in the specific circumstances through to what is ultimately intended to enable abuse. It is important therefore that concerns are shared with the DSL (Louise Knott) who will make a judgement about seriousness.
2. The college has a duty to ensure that all staff and volunteers who work with children under the age of 18 are suitable to work with children. Staff may behave in a way that may call into question their suitability to work with children and these allegations or actions may take place outside of the college environment and may not directly involve children, for example a member of staff may be accused of a domestic violence incident where no children were involved. The college will consider what triggered such action and the potential for such triggers to be present within the college. This will be managed by the Human Resources Team through a process of risk assessment. The college reserves the right to attend any court proceedings related to incidents with staff members where there is some question, as a result of the incident, that the individual may no longer be suitable to work with children and young people.

**Raising concerns about safeguarding practice.**

1. All staff have the right to raise concerns about the college’s safeguarding practices. Whilst any member of staff can raise concerns with any of the Executive team or their line manager, it can also be done using the college’s whistleblowing procedure, available on staffnet. Concerns raised under the whistleblowing procedure should be made in writing to the Clerk to the Corporation Board.
2. Where a staff member feels unable to raise an issue with the college through these procedures or feels that their genuine concerns are not being addressed, other channels may be available to them including via local safeguarding partners and/or through Ofsted processes. The NSPCC whistleblowing helpline is an alternative route for staff who do not feel able to raise concerns internally. They can be contacted on 0800 028 0285 or email help@nspcc.org.uk.

**Staff Training**

1. All staff and volunteers are required to undertake their mandatory training when they commence employment with the college. Part one of KCSIE along with the college’s safeguarding procedure is provided to all new staff as part of their new starter pack and staff are expected to read and understand them. In addition all staff are required to attend an annual mandatory update on Safeguarding and Prevent and read and understand Keeping Children Safe in Education part 1 and revised safeguarding procedures on an annual basis. Training will include online safety training for staff.
2. All members of staff with formalised responsibilities for safeguarding (DSL and deputies) will undertake formalised training through the local authority every two years.
3. Governors will be provided with a safeguarding overview as part of their induction and are expected to attend the annual mandatory safeguarding update.

**Female genital mutilation – mandatory reporting procedure**

In accordance with the latest legislation and guidance issued by the government a **teacher** that in the course of their work discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 must make a report to the police. The duty applies to cases directly disclosed by the victim and does not include cases reported by a parent, guardian, sibling or friend. Please refer to the mandatory reporting process map on the next page.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make the report; the responsibility cannot be transferred.

**All members of staff must contact the Safeguarding team within 2 hours of a disclosure following the college’s Safeguarding procedure. The team will then support any tutor that needs to report an informed case of Female Genital Mutilation to the police. The legislation does not prevent you from sharing information with the Safeguarding Officer and seeking further advice.**

For further guidance regarding the Female Genital Mutilation duty please contact the Safeguarding team (details can be found on the front page of Staffnet).

The FGM process map is included overleaf:



Appendix 1

**Procedure for dealing with allegations of peer on peer sexual violence and sexual harassment (including online)**

**Introduction**

1. Sexual violence and sexual harassment can occur between two students of any age and sex. It can occur through a group of children sexually assaulting or harassing a single young person or a group of young people. Issues exist on a continuum and can occur face to face and online. The college maintains an attitude of **it can happen here**.
2. Addressing inappropriate behaviour (even if it appears relatively low level) is important in developing a culture where harassment of any kind is not tolerated, where concerns are taken seriously and appropriate action taken to keep young people safe.
3. Students who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This may adversely affect their educational attainment and these factors are likely to be exacerbated if the alleged perpetrator also attends college.
4. Along with providing support to victims, the college will weigh the need to provide the alleged perpetrator with an education, with welfare support and the need to implement any disciplinary sanctions.
5. The college has a zero tolerance to any form of abuse or harassment and this extends to sexual violence and sexual harassment. The college recognises that abuse is abuse and will never be tolerated or passed off as ‘banter’, ‘having a laugh’ or ‘just part of growing up’. The college recognises the gendered nature of peer on peer abuse but will take all forms of peer on peer abuse seriously.
6. Children with special educational needs and disabilities (SEND) are three times more likely to be abused by their peers. Additional barriers can exist to identifying abuse and this may include dismissing indicators of abuse as part of an individual’s identified need. It is therefore essential that we never dismiss concerns raised by young people with SEND.

**Definitions**

1. **Sexual violence**, these are largely offences under the Sexual Offences Act 2003 and include:
* Rape – intentional sexual penetration of the vagina, anus or mouth of the victim with the perpetrator’s penis without consent.
* Assault by penetration – intentional sexual penetration of the vagina or anus with a part of his/her body or other object without consent.
* Sexual assault - intentionally touching another person in a sexual way without consent, this covers a wide range of behaviour in that a single act of kissing or touching of the bottom or breast without consent can still be considered sexual assault.
* Causing someone to engage in sexual activity without consent – this can include forcing someone to strip, to touch themselves sexually, or to engage in sexual activity with a third party.
1. **Sexual Harassment** – this relates to unwanted conduct of a sexual nature that can occur online and both inside and outside of college. Sexual harassment is likely to violate a student’s dignity and/or make them feel intimidated, degraded and/or humiliated. Sexual harassment can include but is not limited to:
* Sexual comments – telling stories, making lewd comments, making sexual remarks about clothes or appearance and calling someone sexualised names;
* Sexual jokes or taunting;
* Physical behaviour such as deliberately brushing against someone, interfering with someone’s clothes, displaying pictures, photos, or drawings of a sexual nature; and/or
* Online sexual harassment, this may be standalone or part of a wider pattern and may include consensual or non-consensual sharing of nudes or semi-nudes, sharing explicit and unwanted content, upskirting, sexualised online bullying, unwanted sexual comments and messages and sexual coercion or threats.
1. **Harmful sexual behaviour** – sexual behaviour exists on a wide continuum from normal and developmentally appropriate to problematic abusive or violent. Figure 1 below provides more detail. Harmful sexual behaviour is an umbrella term widely used in child protection that deals with behaviour that is developmentally inappropriate and may cause developmental damage.

**Figure 1**

| **Normal** | **Inappropriate** | **Problematic** | **Abusive** | **Violent** |
| --- | --- | --- | --- | --- |
| - Developmentally expected- Socially acceptable- Consensual, mutual, reciprocal- Shared decision-making | - Single instances of inappropriate sexual behaviour- Socially acceptable behaviour within peer group- Context for behaviour may be inappropriate- Generally consensual and reciprocal | - Problematic and concerning behaviour- Developmentally unusual and socially unexpected- No overt elements of victimisation- Consent issues may be unclear- May lack reciprocity or equal power- May include levels of compulsivity | - Victimising intent or outcome- Includes misuse of power- Coercion and force to ensure victim compliance- Intrusive- Informed consent lacking or not able to be freely given by victim- May include elements of expressive violence | - Physically violent sexual abuse- Highly intrusive- Instrumental violence that is psychologically and/or sexually arousing to the perpetrator- Sadism |

Source: Hackett, S, ‘Children, young people and sexual violence’ in ‘Children behaving badly? Exploring peer violence between children and young people’, 2010.

1. **Consent -** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
* A child under the age of 13 can never consent to any sexual activity
* The age of consent is 16
* Sexual intercourse without consent is rape.

**Creating a culture of zero tolerance**

1. **All** staff have a responsibility to challenge inappropriate sexual comments and actions whenever they observe them. This enables the college to foster a culture where students feel confident that whilst this behaviour may happen, swift action is taken to address it.
2. At induction all students will be made aware of our expectations, where firm ground rules are set and students understand what constitutes abuse and harassment and the actions that will be taken to address issues.
3. Visual displays in corridors and classrooms will highlight our zero tolerance approach and signpost students to where they can go to report a concern, which includes an online reporting mechanism.
4. Within our tutorial programme students will be provided information about healthy relationships, sexual violence, harassment and consent as well as wider advice and guidance on how to keep themselves safe.
5. A student is likely to disclose abuse to an adult that they trust and it is therefore important that all staff are aware that they may receive a disclosure from a student. **All** staff have a responsibility to report concerns to the safeguarding team, using our safeguarding procedures where they feel those concerns or issues are putting a young person at risk of harm, if in doubt staff should seek advice from the safeguarding team. It is important that the staff member receiving the initial disclosure reassures the student they have done the right thing in coming forward but should never promise confidentiality as it may well be in the best interests of the victim to share information with parents and report concerns to external agencies.

**Responding to an allegation of sexual violence or harassment**

1. The safeguarding team and in serious or complex cases the DSL will take the lead in response to allegations of sexual violence or harassment.
2. It is important that victims are assured that they are being taken seriously and they will be supported and kept safe. Abuse that occurs outside of college should not be downplayed and be treated equally as seriously.
3. The safeguarding team will consider the wishes of the victim in terms of how they want to proceed. Victims will be given as much control as reasonably possible but this will be balanced against the college’s legal duty to act to protect children and vulnerable adults.
4. The safeguarding manager will be responsible for putting in place a risk assessment that considers the proximity of victim and alleged perpetrator and steps and safeguards that need to be taken to keep both parties separate from each other. Where there is an allegation of sexual violence (especially rape or assault by penetration) and both students share the same classes, immediate steps will be taken to remove the alleged perpetrator from the class and alternative arrangements made for them to continue with their studies.
5. The safeguarding manager, with, if necessary advice from the DSL, will make an assessment, in consultation with the victim, about whether a crime has been committed and therefore the allegation needs reporting to the police. If this is the case the victim will be supported to do so. If it is not clear whether a crime has been committed but allegations meet thresholds for social care intervention then a referral will be made to the relevant social care team for the student.
6. Consent would be sought prior to making the referral, however, for young people aged between 16-18 referrals can be made without consent, parents would usually be informed of allegations for young people aged 16-18. For allegations made for students over the age of 18 the college **would not** make referral or reports to external agencies without the consent of the individual.
7. The safeguarding team will make an assessment of when to inform the alleged perpetrator of the allegations. Where a report is going to be made to either the police or social care advice would be sought from the relevant agency and next steps considered and led by that agency. This does not stop the college taking steps to safeguard students (e.g. separating the victim from alleged perpetrator).
8. There are largely four routes through which the college may choose to manage allegations:
* Internal investigation – where incidents are one-off, are relatively low-level and where no crime has been committed. Students are not in need of early help and no referral is necessary to external agencies. Outcomes of the investigation will be recorded and investigations conducted in line with a zero tolerance approach. Disciplinary sanction where necessary will be used.
* Early help – this can link to the internal investigation and may include early help from within the college or more formally through an early help referral to social care. Decisions, discussions and reasons for decisions should be recorded.
* Referral to children’s social care – where a child has been harmed, is at risk of harm or is in immediate danger a referral should be made to children’s social care. At the point of referral the college will work alongside the statutory agencies. Steps to minimise risk to student in college will still be taken by the college in liaison with social care with care taken that any measures put in place by the college do not jeopardise the investigation. The investigation will be led by social care with the support of the college. Details of reports, concerns will be logged by the safeguarding team.
* Reporting to the police – Any report to the police is likely to be in parallel to a report to social care and will be made when a crime has been committed. The team will consult with police and what information can be shared with staff and others. They will also discuss the best ways to protect the victim and their anonymity. The police will consider what action to take and this may be the imposition of bail conditions that limits the alleged perpetrator’s access to the college. Consideration will need to be given as to how to enable the alleged perpetrator to continue with their studies.
1. When concerns are referred to external agencies the college will be led by them in terms of the information the alleged perpetrator is given of concerns raised. It is often the case that the police or social care want to take the lead in communicating with the perpetrator. In this case agencies will keep the college informed and advise on any additional measures that need to be put in place to protect the victim.

1. On conclusion of the investigation, even where statutory agencies report no further action, the college will consider what steps it needs to take to continue to support and protect the victim. Considerations will include what ongoing support they need to come to terms with what is likely to be a traumatic incident. Consideration should be given to the victim’s wishes and a desire wherever possible to keep them in the college and learning.
2. The college will also consider what action needs to be taken to support the alleged perpetrator. Consideration should be given as to whether the perpetrator themselves could be a victim of abuse and what can and should be done to stop reoffending behaviour. It is likely that a risk assessment will remain in place, the safeguarding team will meet with the parents of the alleged perpetrator (for students under the age of 18) to explain the risk assessment and any measures that have been put in place.
3. If allegations are found to be malicious, unfounded or false the safeguarding team will consider whether the victim may need support, whether the allegation was a cry for help or where clear evidence exits that allegations were deliberately invented or malicious whether any disciplinary action needs to be taken.
4. Finally, the college will consider what support and action needs to be taken to protect and safeguard other students who may have witnessed incidents or may have been supporting either the victim or alleged perpetrator.

**For further advice guidance**

1. Please make contact with the safeguarding team.

Appendix 2

**STUDENT BULLYING AND HARASSMENT STATEMENT OF INTENT**

**INTRODUCTION**

1. The college does not accept any form of bullying or harassment. Students, staff members and visitors have a right to be treated with dignity and respect.
2. Bullying and harassment includes but is not limited to: the use of abusive or derogatory language, physical violence, verbal threats; and taking and circulating unwanted images or videos.
3. Bullying and harassment can be peer on peer, staff on students or student on staff members. All incidences will be taken seriously.
4. Bullying and harassment, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying and harassment does not only affect an individual during adolescence but can have a lasting effect on their lives well into adulthood.
5. By effectively preventing and tackling bullying and harassment, the College can help to create a safe, disciplined and inclusive culture where students develop the skills and knowledge to prepare well for life in modern Britain.
6. In all cases the principles of ‘natural justice’ are applied when a complaint is investigated, namely:
* the complaint shall be dealt with in good faith, and in an impartial and fair manner
* that all concerned - complainant and the person or persons to whom the claim is addressed - shall have the right to a fair hearing, and to know the reasons for any decision made.
* that the complainant and the person or persons to whom the complaint is addressed shall be aware of statements and arguments brought by the other in relation to the complaint.

**PURPOSE**

1. The college aims to ensure that we operate in an inclusive environment where effective learning can take place. This statement of intent promotes and encourages all students to achieve and maintain acceptable standards of conduct for academic performance; it will also strengthen the message that there are clear consequences for inappropriate behaviour conducted in the college environment.
2. The college is committed to ensuring that all students who may be subject to disciplinary processes are dealt with in a fair and equitable manner, whilst taking into account the individual circumstances of each student involved.
3. The Student Code of Conduct will be used to support the Bullying and Harassment Statement of Intent where needed.

**SCOPE OF STATEMENT OF INTENT**

1. The Statement of Intent applies to all students which includes all apprentices and work-based learning students.
2. It also applies to all staff who have an active role to play to promote an inclusive culture, can identify the signs of bullying and harassment and follow the actions that need to be undertaken if bullying and harassment is suspected.

**DEFINITIONS**

1. The below are the definitions of bullying and harassment.

**BULLYING**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between people, or perceived differences.

**CYBERBULLING**

Cyberbullying is bullying that takes place over digital devices or platforms. With the rapid development and widespread access to technology, technology has provided a new medium for ‘virtual’ bullying. Cyber-bullying is a different form of bullying and can happen at any time of the day and can be potentially shared with a bigger audience.

**HARASSMENT**

Harassment may be directed at an individual or a group. Under The Equality Act 2010, harassment is defined as “Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.”

**SEXUAL HARASSMENT**

Sexual harassment is unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. A single incident is enough to be considered sexual harassment - it does not have to be repeated behaviour.

The person engaging in unwelcome behaviour does not have to intend to be sexually harassing the other person for the behaviour to be considered sexual harassment. Regardless of what was intended, sexual harassment is defined by the nature and the impact of the behaviour, not the intention behind it.



**PROCEUDRES FOR DEALING WITH ALLEGATIONS**

* Reassure the student that they have done the right thing in reporting the incident of bullying or harassment and it is important to portray a calm, non-judgmental and positive response to the student.
* If you feel you are the victim of bullying or harassment - act promptly and tell someone. This may be your course tutor, someone in Student Services or any other member of staff.
* All disclosures about bullying and harassment will be taken seriously and treated sensitively. It is important to discuss all possible and desirable strategies with the victim in the first instance and proceed as appropriate.
* Restorative questions will be used by staff when speaking to alleged victims to ensure a fair process and that individuals have had the opportunity to have their say.
* Notes will be taken regarding the discussion and the staff member will ask the student to complete a statement, which must be signed to declare a true reflection of events. It should be made clear that statement may be shared with the person who the complaint is about.
* An investigation will be undertaken and the Student or Staff Disciplinary Procedure may be followed against the alleged bully.
* Bullying and harassment that takes place outside the college environment, but involves a college student or staff member will be investigated and acted upon by college staff.
* If the bullying and harassment could be deemed as criminal or poses a serious threat to the lives of students or the public, the Police will be informed immediately.
* Confidentiality will be maintained, but it cannot be guaranteed. If a student decides not to take any further action after reporting the incident, the college reserves the right to investigate the incident and apply disciplinary sanctions where appropriate. The college will not investigate anonymous complaints.
* In some circumstances, if the student is under the age of 18, the college may make an informed decision whether to involve the students’ parents or guardian.
* Restorative meetings will be held on some occurrences to explore a resolution where appropriate; on other occasions, a Behaviour Contract may be introduced as the best course of action.
* If the student or staff member decides the matter is best resolved informally, an accurate record should be kept. In some cases, speaking directly with the person concerned can be enough to end the situation. For example, sometimes students do not realise that their conduct is causing offence and explaining this to them is enough to make them rethink their behaviour.
* If the matter needs to be addressed through a more formal process or there is a serious safeguarding concern (peer on peer bullying) this needs to be reported to the college’s Safeguarding Team.
* If there are allegations of staff bullying or harassment this needs to be forwarded to the DSL for appropriate action in line with the college’s safeguarding procedures.

Appendix 3:

Helpful information:

**Helplines and reporting**

* Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by calling 0800 11 11 or in an online chat at http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx.
* If parents or carers are concerned that their child is being contacted by adults as a result of sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
* ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx
* If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by calling 0808 800 5002.

**Advice and information for parents**

* The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/?_t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d&_t_q=sexting&_t_tags=language%3aen%2csiteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667&_t_ip=10.97.160.97&_t_hit.id=Nspcc_Web_Models_Pages_StandardPage/_a5245587-27cb-42c6-8830-0657efe408f6_en-GB&_t_hit.pos=1)
* The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](https://www.thinkuknow.co.uk/parents/articles/Nude-selfies-a-parents-guide/)
* Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>

**Resources parents could highlight to their children**

* ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images [Childline Zipit Ap](https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/)
* There is information on the ChildLine website for young people about sexting:

[Childline information for young people](https://childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/)

* The Safer Internet Centre has produced resources called ‘[Childnet So you got naked online](http://childnetsic.s3.amazonaws.com/ufiles/Files%202015/SYGNO%20Booklet%20-%20version%202%20May%202015.pdf) which help young people to handle incidents of sexting

**The NSPCC adults helpline: 0800 028 0285** The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

**ChildLine**: [www.childline.org.uk](http://www.childline.org.uk) ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

**The Professionals Online Safety Helpline (POSH):** <http://www.saferinternet.org.uk/about/helpline> Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

**Appendix 4 – definitions**

**Neglect, physical abuse, sexual abuse and emotional abuse.**

**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.

*May be recognised by:* *Children with frequent injuries,* *injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour.  It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.*

**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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, for example, domestic abuse. 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.

*This may be recognised by: aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships.   Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.*

**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 (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.

*This may be recognised by:  Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc., pain or itching in genital area,  blood on underclothes, bruising in genital region and / or inner thighs etc.*

**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 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.

*This may be recognised by:  Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at college; have low self esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene.  A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse*

**Children with Special Educational Needs**

Children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. They may also sometimes not be believed because of their special educational needs or disabilities. We can never allow this to happen.

Additional barriers can therefore exist when recognising abuse and neglect in this group of children which include:

* assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs.
* Communication barriers and difficulties in overcoming these barriers.

**Racist, disability, homophobic, biphobic or transphobic abuse**

Abuse of any form on the basis of any of these will not be tolerated; staff and volunteers need to be alert to link between differing types of abuse and behaviours, for example racism and extremist behaviour, particular in our region.

Staff need to be aware of what they need to do if they are concerned this is happening (ie complete a part one form) and what support will need to be put in place.

**Appendix 5: Further information (taken directly from Keeping Children Safe in Education)**

**Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

**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, 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 <https://helpwithchildarrangements.service.justice.gov.uk/> 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 can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, ‘honour’-based abuse 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 in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

* appear with unexplained gifts, money or new possessions;
* associate with other children involved in exploitation;
* suffer from changes in emotional well-being;
* misuse drugs and alcohol;
* go missing for periods of time or regularly come home late; and
* regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

* have older boyfriends or girlfriends; and
* suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child’s involvement in sexual exploitation is available in Home Office guidance: <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

**County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

* go missing and are subsequently found in areas away from their home;
* have been the victim or perpetrator of serious violence (e.g. knife crime);
* are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
* are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
* are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
* owe a ‘debt bond’ to their exploiters;
* have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf> .

**Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk) )

**Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

* unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
* denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
* making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices> <https://www.ncsc.gov.uk/> or <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

**Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

**Operation Encompass**

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

**National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

* NSPCC- UK domestic-abuse Signs Symptoms Effects
* Refuge what is domestic violence/effects of domestic violence on children
* Safelives: young people and domestic abuse.
* Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
* Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

**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 into 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 social care will be the lead agency for these children 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

**So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called ‘honour’-based abuse (HBA) 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 HBA 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 HBA, or already having suffered HBA.

**Actions**

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

**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 may face disciplinary sanctions.

It will be rare for teachers to see visual evidence, they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the 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.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

**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 perpetrators use perceived cultural practices 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, pages 32-36 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 fmu@fcdo.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** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 or the internet) and settings (such as within the home).

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 Prevent referral. The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

**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 regard133 to the need to prevent people from being drawn into terrorism”. 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 in schools 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). Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

**Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance.

Additional support

The Department has published further advice for schools on the Prevent duty.

The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

* Prevent awareness e-learning offers an introduction to the Prevent duty.
* Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
* Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

**Peer on peer/ child on child abuse**

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

**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 from primary to secondary stage and into colleges. It can also occur online. 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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

* challenging inappropriate behaviours;
* 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 physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, 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 and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rap**e: 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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

**What is consent**?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.137

Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

* a child under the age of 13 can never consent to any sexual activity;
* the age of consent is 16;
* sexual intercourse without consent is rape.

**Sexual harassment**

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

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

* sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
* sexual “jokes” or taunting;
* physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
	+ online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
	+ consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
	+ sharing of unwanted explicit content;
	+ upskirting (is a criminal offence141);
	+ sexualised online bullying;
	+ unwanted sexual comments and messages, including, on social media;
	+ sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

**The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Appendix 6

### *vision-new* Safeguarding Policy Statement

**Introduction, Scope and Purpose**

1. Safeguarding is an all-encompassing term used to describe many aspects of keeping our students safe, which includes:
* Student health, safety and wellbeing
* Child protection
* Protection of adults at risk
* Bullying, harassment and discrimination including racial abuse
* Self-harm
* Peer on peer abuse including sexual harassment and sexual assault
* Abuse and neglect
* Domestic violence
* Safety from sexual exploitation, criminal exploitation, female genital mutilation and forced marriage
* Criminal exploitation and county lines
* Alcohol, drug and substance misuse
* E-safety including all aspects of electronic communication
* Financial exploitation
* Protecting people from radicalisation and extremism
* The security and safety of the College campus or place of learning
1. The policy covers all College students whether they are based on campus, on a visit, at a work placement or in workplace learning; it covers all aspects of a student’s programme regardless of where it takes place. It is the responsibility of all staff to understand their role in supporting safeguarding across all aspects of provision and for familiarising themselves with the appropriate procedures and other policies that support this overarching document.

**Key Principles**

1. The College will operate within the following key principles when it relates to safeguarding:
* All people will be treated with respect and with courtesy by staff and students in an environment that is free from harassment or discrimination.
* All training rooms, communal areas, facilities and equipment will comply with legislative health and safety standards.
* The College will work with students and other agencies to promote a safe and healthy culture.
* The College will develop partnerships to proactively protect students at risk of abuse, neglect or at risk of radicalisation.
* The college will have procedures in place to identify and respond to those students who might benefit from early help, recognising that the earlier help is in place the more effective it is for the individual.
* Staff will be trained and will have a clear understanding of personal safety and good safeguarding practices as well as what factors may make students vulnerable to a range of safeguarding concerns.
* The College will work with students to promote their own personal health, well-being and safety including their safety online.
* The College will work proactively to raise awareness of radicalisation and extremism in order to prevent people from being drawn into terrorism.
* Students will receive confidential advice, guidance and support for a range of issues that they may face. They will be signposted to external agencies where specialist support is required.

The College will support students to have personal resilience and be able to make informed and sensible decisions about their safety and wellbeing in an attempt to prevent them from being exploited and or abused.

**Students’ Entitlement**

1. In order to promote a healthy and a safe environment, our students will be entitled to the following:
* The right to make a disclosure to any member of staff and know that the disclosure will be dealt with quickly, sensitively and appropriately.
* To learn in an environment free from bullying or harassment.
* To be made aware of strategies and actions that to keep themselves safe whether in college, outside college or online.
* To be made aware of the basic principles of safe learning and safeguarding relevant to the programme that the student is completing.
* To be made aware of how to access support on personal health and safety issues either within the College or from outside agencies.
* To be provided with up to date information around personal safety issues.
* The opportunity to comment and feedback on the extent to which the College and courses promote and maintain well-being and personal safety.
* Learn about interpersonal and communication skills that promote and establish a welcoming, safe and respectful environment.

**Strands of Activity**

1. The safeguarding efforts of the College are supported by the following core strands of activity, where relevant, working procedures and other policy documents have been signposted within this section.

**Safe learning**

1. The principles of the ‘Keeping children safe in education’ and safeguarding agendas will be embedded within the College’s teaching and learning practices and within the College’s quality assurance and quality improvement frameworks. Safe recruitment practices will be implemented as outlined in the relevant section of this policy.
2. The College is committed to engaging students on issues related to financial health, mental health and physical health – in order to improve their quality of life. The aim is to provide students with the tools to make healthy and safe decisions.
3. The College’s commitment to safe learning is enshrined within the following policies and procedural documents: guide to outstanding teaching, learning, training and assessment; the tutorial policy; the quality assurance and quality improvement strategy; the teaching, learning, training and assessment observation policy; student code of conduct and disciplinary procedure and as appropriate HR policies and procedures.

**Safe environment**

1. The College will provide an environment that is safe and secure for all users, whilst at the same time is friendly and welcoming. Robust systems and processes will be in place for staff and student identification and for visitor registration. A culture of respect that is free from bullying and harassment will be engendered. Health and safety is of paramount importance and must never be compromised or short cut; as such all facilities and resources will comply with legislative requirements for health and safety.
2. The College’s commitment to the safe environment is enshrined within the following policy and procedure documents: the health and safety policy and manual; the IT acceptable use policy for students and the incident reporting procedures.

**Safe recruitment**

1. The College will comply with best practice in the recruitment and training of its staff, in line with legislative requirements. Staff will undergo the appropriate pre-employment checks including DBS checks for their role where applicable, and undertake mandatory safeguarding training appropriate to their role. Staff will understand the principles of safe working practices, as outlined in the Safe Working Practices at West Nottinghamshire College document and the Code of Conduct, and how not to put themselves in situations that compromise themselves or students. All new starters will receive an appropriate induction, including safeguarding training.

**Safeguarding students**

1. The College has a legal obligation to protect young people and vulnerable adults from abuse. The College has an appropriately trained safeguarding manager, DSL and other staff that form a ‘safeguarding team’ who will ensure that disclosures made by students are dealt with quickly, sensitively and appropriately. All staff will be trained in the appropriate response to a student disclosure and the correct procedure for dealing with concerns about a student. Teams will work with students to proactively protect them from abuse and neglect and prevent students being placed in an abusive situation.
2. The College’s commitment to the protection of young people and vulnerable adults is enshrined within the Safeguarding Procedure.

**Preventing people from being drawn into terrorism**

14. The College has certain duties enshrined within the Counter Terrorism and Security Act 2015. All staff are aware of their *Prevent* duties and the College has robust processes in place to respond to concerns about students and staff members. There is a proactive and positive tutorial programme that enables students to explore and discuss issues in a safe and open environment.

15. The College’s commitment to *Prevent* is encapsulated within the *Prevent* policy, risk assessment and action plan and has been incorporated into the Speakers and Events Policy, IT acceptable use policy and safeguarding procedures.

**Governance and reporting**

16. The College has an established safeguarding steering group to oversee its work in this area. The steering group is chaired by a member of the Executive Team and meets at least once per term. A governor is a member of this steering group.

17. The Standards Committee of the Corporation Board receives a safeguarding update at each of its meetings; this report outlines progress against the College’s development plan for safeguarding as well as providing anonymous reports of safeguarding incidents. In addition, at each meeting of the Corporation Board a report by exception of matters related to safeguarding, *Prevent* and equality and diversity is provided for governors

**Links with external agencies**

18. The College works with Local Safeguarding Children Partnership, the Local Authority Designated Officer, the Multi Agency Safeguarding Hub and other professionals to ensure a comprehensive safeguarding network is in place. Advice will be taken from professionals within these organisations as appropriate.

19. The College will work proactively with the regional Prevent coordinators and where appropriate the local steering group and Channel panel.

**Key Responsibilities**

**The Corporation Board** – will have overall responsibility for ensuring that the College meets its obligations within this area. They will be responsible for the approval of relevant safeguarding policy.

**The DSL** – will be the Vice Principal: Communications, Engagement and Student Experience. They will be responsible for ensuring that the safeguarding processes and procedures are robust and consistently applied and that the College fulfils its legal duties as enshrined within legislation. They will be the first point of contact for complaints made against staff and will liaise with the Local Area Designated Officer on all such matters.

**The Chair of the Safeguarding Steering Group** – will be the Vice Principal: Communications, Engagement and Student Experience. They will be responsible for ensuring that the College is proactive in the promotion of safeguarding, the production and monitoring of a safeguarding development plan and for providing regular reports to the College’s Executive Team, Standards Committee and Corporation Board.

**The Director of Human Resources** – is responsible for ensuring that safe recruitment practice is embedded and implemented across the College, that the single central record is accurately maintained and that all staff have received appropriate training and development.

**The College Leadership Team and the Executive Team** – will be responsible for ensuring that all staff have an understanding of safeguarding and have received appropriate training and development and that the staff recruitment and selection procedure is followed at all times. They will ensure that safeguarding is given high priority within their teams.

**All employees** - will have a responsibility for completing their training, familiarising themselves with *Keeping children safe in education: safeguarding information for all staff*  the Safeguarding Procedure, the *Prevent* Policy and any other related safeguarding policies and procedures. They are also responsible for ensuring they understand their own role in the promotion of safeguarding and the appropriate action to be taken should they receive a disclosure or have concerns about a student.

**Further Information, Advice and Guidance**

Information, advice and guidance can be sought from any of the following:

* Vice Principal: Communications, Engagement and Student Experience
* Vice Principal: Curriculum and Quality
* Safeguarding Manager
* Safeguarding Officer
* The Health and Safety team
* Staffnet contains all of the documents mentioned within this policy