Queen Elizabeth Sixth Form College

Safeguarding and Child Protection Policy

Contents and Links

Please click on the links below to take you to the relevant sections of the document.

- Purpose of policy (Pages 3-4)
- Governors' responsibilities (Page 4)
- Policy Guidelines (Pages 5-13)
- Low level concerns about adults at College (Page 7)
- Referral process (Page 7)
- Child-on-child abuse including sexual violence and harassment I (Pages 9-10)
- Child-on-child abuse including sexual violence and harassment II (Pages 32-34)
- Children Missing Education (unexplainable and/or persistent absence from education) and Children Absent From Education (Pages 10-11)
- Serious violent crime (Page 11)
- Child Criminal Exploitation (Page 11)
- Child Criminal Exploitation I (Pages 22-23)
- Child Sexual Exploitation (Pages 11)
- Child Sexual Exploitation I (Page 22-23)
- Safeguarding concerns about a colleague or someone using the college premises as a result of the building being hired (Pages 13)
- Concerns about safeguarding practices at College (Page 13)
- Abuse of position of trust (Page 13)
- Communication with children (Page 13-14)
- Visitors/Site security (Page 14)
- **Guidelines and procedure for dealing with disclosure of abuse – Child Protection** (Pages 15)
- Useful contact details for social services and Prevent team (Pages 17-18)
- Early Help (Pages 18-19)
- Notifying parents (Page 19)
- Children with special educational needs and disabilities, and LGBT children (Page 19-20)
- Complaints' Procedure (Pages 20)
- Allegations against staff (Pages 20-21)
- Definitions/Categories of abuse (Pages 21-34)
- Types of abuse and neglect (Pages 21-22)
- Child abduction and community safety incidents (Page 22)
- County Lines (Pages 23-24)
- Modern Slavery (Page 24)

- Cybercrime (Page 24-25)
- Domestic Abuse (Page 25)
- Homelessness (Page 25-26)
- So-called “honour-based” abuse (including FGM and forced marriage) (Pages 26-27)
- Online safety (Page 27-30)
- Preventing radicalisation (Page 30-33)
- Additional advice and support – links to external guidance (Page 36-38)

Queen Elizabeth Sixth Form College
Safeguarding and Child Protection Policy

Policy

Queen Elizabeth Sixth Form College recognises its statutory and moral duty to ensure that it safeguards and promotes the safety of children and expects all staff, governors, volunteers and partners working in College to share this commitment.

Safeguarding and child protection are at the forefront of the College's thinking and underpin all relevant aspects of process and policy development.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means they should consider, at all times, what is in the **best interests** of the child. Staff working with children should maintain an attitude of '**it could happen here'** where safeguarding is concerned.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

College staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff need to be aware of the possible impact of abuse and safeguarding issues on students' welfare and educational attainment, and appropriate support must be provided so that all students can have the best outcomes.

Throughout these policies and procedures, the term "children" includes everyone under the age of 18. The legal definition of a child as outlined in Working Together to Safeguard Children is "Applies to all children up to the age of 18 years whether living with their families, in state care, or living independently". The College also recognises that some adults are vulnerable to abuse and these policies and procedures may be applied, where appropriate, to allegations of abuse against, and the protection of, vulnerable adults. A 'vulnerable adult' is someone aged 18 and over who is, or may be, affected by a physical or mental impairment or learning difficulty. They might have a care or support need, is at risk and can't care for or protect themselves.

The Policy is written with reference to the revised statutory guidance issued in Keeping Children Safe in Education (September 2024) which is a guide to inter-agency working and What to do if you are Worried a Child is Being Abused – Advice for Practitioners. The Counter Terrorism & Security Act (February 2015) initiated new statutory duties including the need to prevent individuals from being drawn into terrorism. The Prevent Duty is an aspect of safeguarding and the College's response to it is in the documentation, the Prevent Strategy and the Policy to Protect Students from Extremism & Radicalisation, which should be read in conjunction with the Safeguarding Policy and procedures.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (September 2024) as:-

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protection from maltreatment whether that is within or outside the home, including online.

- □ Preventing 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
- □ Taking action to enable all children to have the best outcomes

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

This policy also includes the College's policy and procedures to deal with child-on-child abuse.

Governors' Responsibilities

Governing bodies have a strategic leadership responsibility for the College's safeguarding arrangements and must ensure that they comply with their duties under legislation.

They must have regard to this guidance, ensuring policies, procedures and training in their college is effective and comply with the law at all times. (KCSiE 2024)

With regards to general safeguarding, the governing body is committed to ensuring that the College:

- □ Provides a safe environment for children and young people to learn in.
- □ Identifies children who are suffering, or likely to suffer, significant harm.
- □ Takes appropriate action to see that such children and young people are kept safe, both at home and in College.
- □ Helps prevent abuse by raising awareness among students of safeguarding risks and how and where to get help and support if they need it.
- □ Manages allegations about adults who may be at risk.
- □ Checks the suitability of staff to work with children, students and vulnerable adults.

In pursuit of these aims, the governing body will approve and annually review policies and procedures as well as receiving an annual safeguarding report.

Governors will also ensure that the College:

- □ Carries out reasonable checks, (in regards to extremism and other risks) on all visitors who are intending to work with children or address groups of children.
- □ Has a safeguarding policy which includes, amongst other things, the policy and procedures to deal with child-on-child abuse.
- □ Has a written plan in place that has a clear and agreed procedure to protect a child or children under child protection, a Child in Need and Looked After children.
- □ Has mandatory reporting of FGM.
- □ Practises safer recruitment including having one panel member of the interview panel who has attended safer recruitment training.
- □ Lets students know that there are staff in the College who they can approach if they do not feel safe or if they are worried.
- □ Includes opportunities in the curriculum for students to develop the skills they need to recognise and stay safe from abuse, including online abuse, and to develop healthy relationships.
- □ Ensures staff are aware of and vigilant to the threat of radicalisation of young people and have the confidence to report their concerns to the Safeguarding team.
- □ Promotes the ethos of the "Prevent" agenda by encouraging free and open debate but challenging extreme views.
- □ Promotes strategies to achieve positive mental health.

Policy Guidelines

1. The governing body will nominate a governor with specific responsibility for safeguarding issues. The governor will:
   - □ Ensure that College procedures are consistent with Local Safeguarding Partnership recommendations.
   - □ Ensure that the governing body remains informed of safeguarding issues.
   - □ Ensure the College's filtering and monitoring systems in place are fit for purpose and that the College is compliant with the DfEs Filtering and Monitoring Standards. The Governing body will be involved in meetings with the IT department and service providers to establish what more needs to be done to meet the standards.
   - □ Liaise with appropriate agencies and the Chair of Governors where allegations of abuse are made against the Principal.

2. The College will appoint a designated senior member of staff with lead responsibility for safeguarding. The designated safeguarding lead will:
   - □ Oversee the referral of cases of suspected abuse to the local authority children's social care as required.
   - □ Keep detailed, accurate, secure written records of concerns and referrals.
   - □ Act as a point of contact with the three safeguarding partners (Local Authority; Clinical Commissioning Group and Chief Officer of Police).
   - □ Liaise with the Darlington Safeguarding Partnership to ensure awareness of training opportunities and latest local policies and safeguarding arrangements.
   - □ Liaise with appropriate agencies and organisations, including secondary schools that send children to the College.
   - □ Ensure that all staff receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, online bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
   - □ Ensure that the Safeguarding Policy is reviewed annually and procedures and implementation are updated and reviewed regularly.
   - □ Liaise with the designated governor for safeguarding and produce an annual safeguarding report for governors.
   - □ Refer cases of suspected abuse or concerns about a child's welfare to the local authority children's social care as required. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that the College provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.
   - □ Refer cases to the Channel programme where there is a radicalisation concern as required.
   - □ Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
   - □ Refer cases where a crime may have been committed to the Police as required.
   - □ Liaise with the Principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
   - □ As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
   - □ Liaise with staff (especially pastoral support staff, IT technicians and SENCO) on matters of safety and safeguarding (including online safety) and when deciding whether to make a

referral by liaising with relevant agencies.

- □ Act as a source of support, advice and expertise for all staff.
- □ Raise awareness of the additional risks and needs of children in need/those with SEN or disabilities and young carers.
- □ Understand unique risks associated with online safety and the use of technology – keep children safe while online and using technology. Online safety policies and information will be reviewed annually to keep up with developments in technology, risks and harms. Staff training on online safety will be integrated within the whole college approach to safeguarding.
- □ Ensure that students are taught about safeguarding issues including about online safety and relationships' education in an age-appropriate way. It is recognised that a one size fits all approach may not be appropriate for all students, and a more personalised or contextualised approach for more vulnerable students, victims of abuse and some SEND or LGBT+ or questioning students might be needed.
- □ Ensure that systems for reporting abuse are well-promoted, easily understood and easily accessible for students.
- □ Have a particular focus on children with social workers, understand these students' academic attainment and progress, and maintain a culture of high aspirations for this cohort.
- □ Ensure that staff are aware who students with social workers are and share information as appropriate about welfare, safeguarding and Child Protection issues.
- □ Support teaching staff to identify challenges they may face when teaching students who have a social worker, and the academic support and adjustments that could be made.

In addition to the lead member of staff, at least one female and one male Guidance Director will be named as additional deputy designated officers for issues relating to the safeguarding of children.

3. The College will appoint a designated teacher to safeguard and promote the educational achievement of children who are looked after, previously looked after and care leavers and children who have special educational needs and/or disabilities. The College will ensure that this person has appropriate training.

4. The Principal will ensure that College practices comply with the "Safer Recruitment" guidance contained within Part 3 of Keeping Children Safe in Education (September 2024). This will make sure that recruitment and selection procedures are consistent with the aim of safeguarding children and that all necessary checks are carried out on existing staff, new staff and volunteers who work with children. All shortlisted candidates will have had an online check prior to their appointment to meet safeguarding requirements outlined in Keeping Children Safe in Education 2024. In addition, appropriate DBS checks will be carried out on contractors and their employees.

5. The College will promote a culture of vigilance with regard to safe working practices and all issues related to the safeguarding of children. The guidance in 'What to do if you are worried a child is being abused – advice for practitioners,' will be embedded into College practices.

6. The College has procedures in place to make a referral to the Disclosure and Barring Service(DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been, had they not resigned. When the College dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, it will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

7. The Principal will ensure that College practices comply with the guidance contained within Part 4 of

Keeping Children Safe in Education (September 2024) – "Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors."

Low level concerns about adults at College

8. The College has policies and processes to deal with low level concerns that do not meet the harm threshold made about all adults working in or on behalf of the College, to record concerns and to take appropriate action to safeguard children. A low-level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; does not meet the allegations threshold; or is not considered serious enough to refer to the local authority designated officer (LADO). As part of their whole college approach to safeguarding, college staff will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the College (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Any concerns should be shared with the Principal/Designated Safeguarding Lead to gather further information or investigate by liaising with the HR manager. The LADO, Liz Best, might be contacted to give advice on low level concerns. Members of staff do not need to be able to determine in each case whether their concern is a low level concern, or if it is not serious enough to consider a referral to the LADO, or whether it meets the threshold of an allegation. Once members of staff believe they have a concern regarding an adult, they should share/report this to the Principal or Designated Safeguarding Lead. College will create an environment where members of staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards. To help prevent low-level concerns, staff codes of conduct, behaviour policies, and safeguarding and child protection policies and procedures will be shared with staff regularly. Records of low level concerns will be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken. Staff receive training and be made aware of the College's approach and actions regarding low level concerns.

9. The governor, the senior member of staff and the deputies with responsibility for safeguarding will receive appropriate training provided by, or to standards agreed by, the Darlington Safeguarding Partnership at least every two years. In addition, all staff will be trained to Level 1 standard with updates every three years. All staff will receive safeguarding and child protection updates as required and at least annually to provide them with relevant skills and knowledge to safeguard children effectively.

Referral Process

10. All staff with concerns about a safeguarding issue should follow the referral processes contained within this policy and report directly to the Designated Safeguarding Lead or to a designated Deputy. A member of the Senior Leadership Team can also be consulted if, in exceptional circumstances, members of the safeguarding team are not available. Options will then include: managing any support for the child internally via the College's own pastoral support processes; undertaking an early help assessment or making a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm. In these latter cases it is **important that a referral to children's social care (and if appropriate the police) is made immediately**. In exceptional circumstances such as in an emergency or where there is genuine concern that appropriate action has not been taken, staff members can speak directly to local children's social care. They should, as soon as is practically possible, inform the Designated Safeguarding Lead that they have done so. Staff should expect to support social workers and other agencies following any referral.

11. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social

care (such as a child in need or a child with a protection plan). As such, all safeguarding concerns should be reported to a member of the safeguarding team.

12. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

13. All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead, or deputy.

14. All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

15. All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

17. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. If early help is appropriate, the designated safeguarding lead or deputy will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

18. The Teachers' Standards 2012 (updated 2021) state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

19. All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

20. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra- familial harms take a variety of

different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

21. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Incidents of sexual harassment between students via mobile or smart technology will be managed in the same way as the College's approach to other forms of child-on-child abuse.

22. 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Colleagues, however, are well placed to observe students' day- to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education and that appropriate support is provided. If colleagues have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken by speaking directly to the designated safeguarding lead or a deputy. They will assess the situation, and liaise with relevant professionals and parents/carers. As appropriate, a Care and Welfare Plan might be produced.

Child on child abuse including sexual violence and harassment

23. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. All staff should understand that even if there are no reports in the college it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak immediately to the Designated Safeguarding Lead (or a deputy).

24. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

25. child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch

themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It is important to note that students may not find it easy to tell staff about their abuse verbally. They can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a student, they should act on this immediately rather than wait to be told.

Children are not always ready to report abuse - early intervention should not prevent professional curiosity. Sometimes a student may come to talk to a member of staff without saying much. They may seem distant or hesitant when talking. Often they might start by saying something small. It is important to remind the student that they are in a safe space and that there is support available for them if they need to talk about anything else. This reassurance can often be the thing that makes them feel safe enough to open up. Staff must recognise how difficult it is for children and young people to come forward to make a disclosure. This is because not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way and also because in some cases the abusive behaviour will have been harmful to the perpetrator as well. Staff need to think carefully about the 'appropriate terminology' to use on a case-by case basis.

All staff should reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All reports of or concerns about child-on-child abuse should be reported immediately to the College's Designated Safeguarding Lead or a deputy. Action will be taken including referral, if appropriate, to social services or the police.

26. The College will follow the guidance contained within Part 5 of "Keeping Children Safe in Education: Child on Child sexual violence and sexual harassment" (September 2024).

27. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and/or persistent absence from education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Children Missing Education (unexplainable and/or persistent absence from education) and Children Absent From Education

28. Children missing from education and children absent from education have different meanings. **Children missing education** are not on any college roll or being educated elsewhere. **Children absent from education** are children on the college roll who are regularly not attending. This term stresses the importance of supporting children who are absent from education as it helps prevent the risk of them becoming a **child missing in education** in the future. Children being **absent from education** for prolonged periods and/or on repeat occasions can act as a vital warning sign to a

range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All registers need to be marked in a timely and accurate manner. Concerns should be reported to the student's Guidance Director, Safeguarding Manager or to the College's designated senior members of staff. The College will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority before deleting the student's name from the register. (Children Missing Education, September 2016). The College has a clear system to monitor student attendance (further information on the procedures are available by contacting the College's DSL.

Serious violent crime

29. All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from College, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Child Criminal Exploitation

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

31. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be

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

Child Sexual Exploitation

32. CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

33. Guidelines for dealing with disclosure of abuse and the procedure for reporting concerns will be circulated to all staff. Where possible, the College will adhere to Darlington Safeguarding Partnership procedures.

34. Through training and behaviour policies, staff and volunteers will be made aware of whistle blowing procedures which can be utilised should they ever have concerns about safeguarding practices within the College.

35. The College's Safeguarding Policy and procedures will be submitted annually to the Local Safeguarding Children Officer for approval and will be available to the public on the College's website.

36. A designated member of staff for safeguarding will be available at all times that the College is open for staff to discuss concerns. For out of hours' activities, members of staff will be provided with contact details for the Principal and Vice Principal.

37. If students are asked to learn online at home, for example because of the coronavirus pandemic, the College will follow advice from DfE on safeguarding and remote education.

38. The College will have appropriate filters and monitoring systems in place to protect learners from harmful online material and to limit their exposure to online risks. Students will be made aware of online safety and the safe use of technology. The College will have appropriate security procedures in place to safeguard their systems.

    - The Designated Safeguarding Lead (DSL) is Theresa Amarawansa, Vice Principal
    - The designated deputies are Laurence Job, Meirion Baker, Lucy Stephenson, Caroline Gell, Nicola Naisbett, Christina Watson, Ed Nolan, Claire Hutton, Vicky Wilkinson and Lynne Siddall.
    - The designated governor is Iain Clyde.
    - The senior member of staff with responsibility for online safety and for Looked After Children is Theresa Amarawansa, Vice Principal.
    - The named teacher with responsibility for children with special educational needs and/or disabilities is Vicky Wilkinson, SENDCO.

Working with other Agencies

- The College will contribute to effective partnership working between all those involved with providing services for young people and vulnerable adults.
- The College recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including strategies, case conferences, core groups and strategy, Channel Panel and Early Help Assessment and Team Around the Family meetings.
- The College will complete Early Help assessments and work with partners to provide a coordinated offer of early help when additional needs of families are identified.

Induction

All new members of staff and volunteers will receive, at Induction sessions, training about the College's safeguarding procedures and online safety and will be given a copy of the College's Safeguarding Policy and Child Protection procedures which includes CME procedures, and behaviour/discipline expectations. All members of staff will also receive these documents, a copy of the code of conduct and the first part of Keeping Children Safe in Education at the beginning of each academic year. They will sign to confirm that they will comply with College and national procedures.

If you have safeguarding concerns about a colleague or someone using the college premises as a result of the building being hired

Staff who are concerned about the conduct of a colleague are undoubtedly placed in a very difficult situation. All staff must remember that the welfare of the child is paramount. If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then this should be referred to the Principal. Where there are concerns/allegations about the Principal, this should be referred to the Chair of Governors.

If the College hires any part of its premises to enable the wider community to make use of its facilities, it will follow the guidelines highlighted in Keeping Children Safe in Education. This includes how to handle allegations made against an outside organisation or individual using the college premises (this could be community groups, sports associations or service providers that run extra-curricular activities). The statutory guidance states: "As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO (local authority designated officer)."

If you have concerns about safeguarding practices within the College

The College's whistleblowing procedure enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the College's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them. Staff may also report their concerns directly to local social services or the police if they believe direct reporting is necessary to secure action. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by the College. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Abuse of Position of Trust – Sexual Offences Act 2003

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

In addition, staff should understand that it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the college staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

- The Staff member does not need to have direct contact with a student.
- Applies to all staff in College.

Communication with children (including the use of technology)
Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other handheld devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive).

This means adults should:

- not seek to communicate/make contact or respond to contact with students outside of the purposes of their work.
- not give out their personal details.
- use only equipment and Internet services provided by the College.
- follow the College's Acceptable Use policy.
- ensure that their use of technologies could not bring their employer into disrepute.

Visitors/Site Security
Visitors to the College are asked to sign in, if necessary show ID, and are given a visitor's lanyard which confirms they have permission to be on site. Parents who are simply delivering or collecting their children and not going past Reception do not need to sign in. All visitors are expected to enter through one entrance and observe the College's safeguarding and health and safety regulations to ensure children in College are kept safe. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. Visitors will be asked to sign in and to agree to comply with our safeguarding procedures. Visitors that do not have a valid DBS certificate submitted to the College in advance of their visit will be issued with an orange lanyard and visitors badge upon arrival. They will be met at reception by a member of staff and will always be accompanied by a member of staff whilst in the building, and escorted back to Reception at the end of the visit. Visitors should only be allowed to travel around the College unaccompanied if their DBS certificate has been submitted to College before their arrival. These visitors will be issued with a blue visitor's lanyard.

Monitoring and Evaluation
The College's Safeguarding Children policy and procedures will be monitored and evaluated by:

- Safeguarding report to the Governing Body;
- Student surveys and questionnaires;
- Discussions with students and staff;

- □ Scrutiny of the College's single central record of recruitment checks;
- □ Monitoring of logs of bullying/racist/behaviour incidents;
- □ Supervision of staff involved in child protection.

Supporting Documents

1. Guidelines and procedure for dealing with disclosure of abuse – child protection
2. Equality, Diversity & Inclusion Policy
3. Student Discipline and Behaviour Policy
4. Online Safety Policy and guidelines for students and staff
5. Darlington Safeguarding Board procedure
6. https://www.darlington-safeguarding-partnership.co.uk/professionals/multi-agency- safeguarding-child-protection-procedures/
7. DfE Guidance
   What to do if you are worried a child is being abused – Advice for practitioners
   Working Together to Safeguard Children
   Keeping Children Safe in Education (September 2024)
8. Prevent Strategy and Policy to Protect Students From Extremism and Radicalisation
9. Staff Code of Conduct
10. Safeguarding Guide for members of staff
11. Whistleblowing Policy
12. Child-on-Child Abuse Policy

Guidelines and Procedure for Dealing with Disclosure of Abuse – Child Protection

Recognising and responding to an incident

There is a number of sources from which a disclosure might arise including from:

- □ A student or an adult
- □ A parent/carer
- □ A member of the public
- □ A disciplinary investigation

If you are informed about possible abuse of a child or vulnerable adult and believe that the individual is at risk of significant harm you must follow the guidelines given below.

Responding to a complaint/incident – safeguarding children

The person to whom a disclosure is made or concern reported should not question the student/complainant or investigate the matter further. If you are in this situation you should:

- □ Stay calm
- □ Treat the matter seriously
- □ Listen carefully to what the young person/complainant is telling you. If you need to clarify a point by all means do so, but it is not your responsibility to interview individuals regarding abuse.
- □ Avoid asking leading questions and keep an open mind – do not put words into the student's/complainant's mouth.
- □ Communicate with the student (if the complainant) in a way that is appropriate to the student's age, understanding and preferred language or communication style.
- □ Reassure the child/complainant making the disclosure that they have done the right thing by telling you.
- □ Inform the child/complainant that you must pass the information on, but that only those who

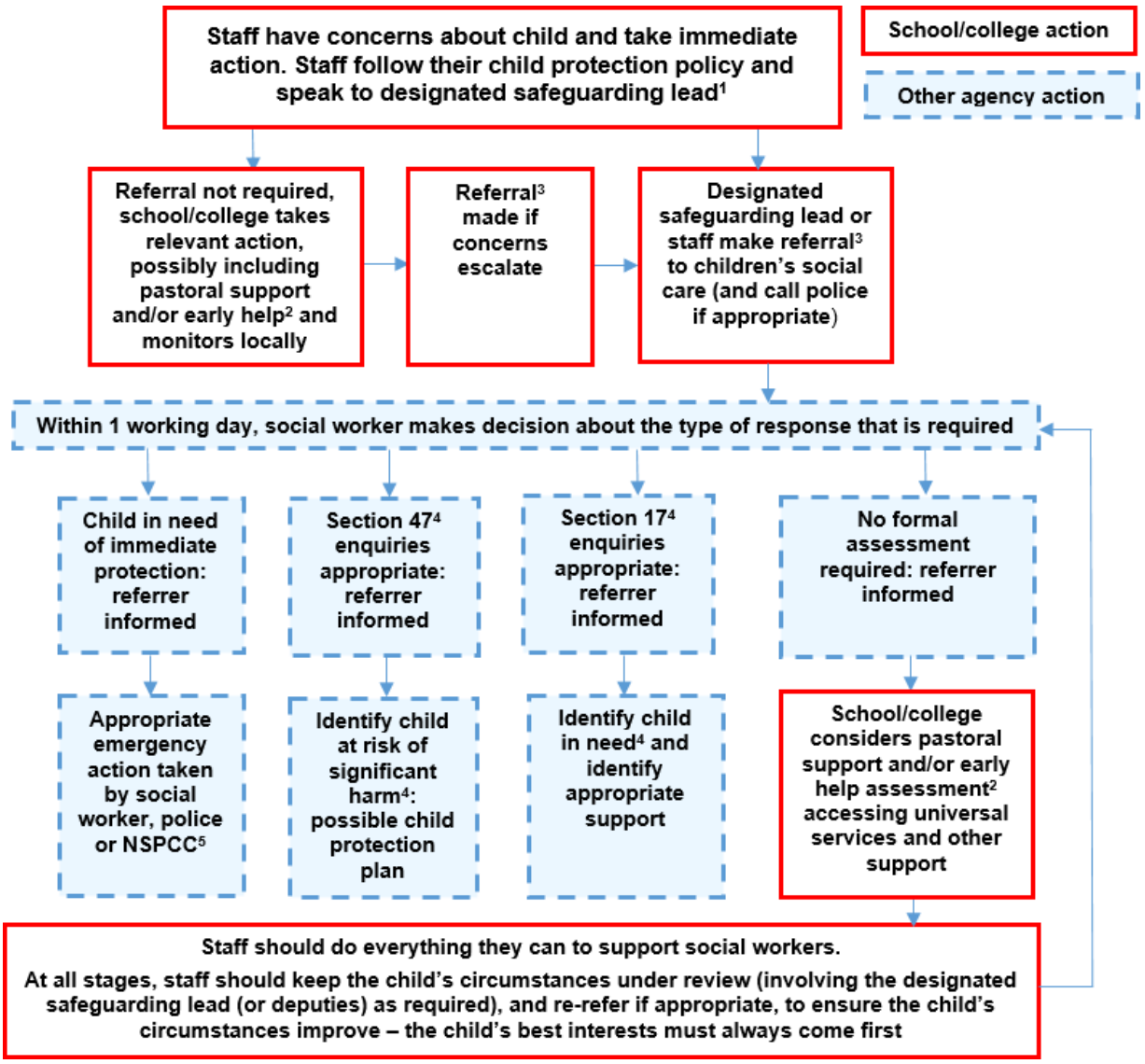
need to know about it will be told. Inform them of to whom you will report the matter.

- □ Make a written record of the information, where possible using the student's/complainant's own words, including:
    1. When the alleged incident(s) took place – time & date
    2. Where the alleged incident(s) took place
    3. Who was present
    4. What was said to have happened
- □ Sign and date the written record
- □ Report the matter immediately to the Designated Safeguarding Lead. If the DSL is not available in College, make your report to one of the designated Deputies with responsibility for safeguarding children or directly to the Principal.

The matter will then be referred to the relevant Local Authority's social services using the appropriate referral forms and procedures.

When/if a student is interviewed or invited to a meeting with the police on the College premises, an Appropriate Adult will be present during this interview/meeting.

The College will follow the below referral process as outlined in Keeping Children Safe in Education (September 2024).



Useful contact details for social services and Prevent team

Guidance from the Children's Initial Advice Team can be sought by the designated College Safeguarding Officers on 01325 406252 .

The Emergency Duty Team's contact number is: 01642 524552

For students over 18, the Adult Contact Team will be contacted on 01325 406111

Contact details for other Local Authorities are: North
Yorkshire – 01609 780780
County Durham First Contact – 03000 267979
Tees Safeguarding Children Partnership (Children's Hub)
Hartlepool – 01429 284284
Stockton – 01642 130080
Middlesbrough - 01642726004
Redcar & Cleveland – 01642 130700

Prevent contacts

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) For school staff and governors to raise concerns relating to extremism directly and in confidence.

Police

Non-urgent enquiries 101
Emergency calls 999
Prevent Team (office hours) 0191 375 2234
Police Prevent Officers, Billy Campsie and Steve Smith

National referral form https://www.durham.police.uk/Report-It/Terrorism/Prevent.aspx The referral form should be e-mailed to FIMUNorth@CTPNE.police.uk

Alison Poulter/Lavender
Channel Chair
Head of Service – Children's Front Door and Early Intervention

The Local Authority Designated Officer for Darlington is Liz Best – 01325 405 319 (designatedofficer@darlington.gov.uk)

Records will be kept centrally and securely by the Lead Safeguarding Officer who will share necessary, relevant and accurate information in a proportionate and timely manner to safeguard and secure the well- being of individual children. Multi-agency working and confidentiality are vital and, wherever it is possible and safe to do so, consent will be sought before information is shared with other agencies or with other educational providers.

If a student moves to another college or school, the Lead Safeguarding Officer will ensure that their child protection file is transferred as soon as possible. This will be sent separately from the main student record; there will be secure transit and confirmation of receipt will be obtained.

Emergency Procedures

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed as soon as possible that a referral has been made.

Information will only be shared with appropriate colleagues who have a legitimate interest and need to know. Consent should be gained from the student and parent unless this would put the student in greater danger or possible evidence could be destroyed or tampered with.

Early Help

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from the College or other services such as health or community services. Providing help early is more effective in promoting the welfare of children than reacting later.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who (updated from KCSiE 2024):

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and

association with organised crime groups or county lines
• is frequently missing/goes missing from education, home or care,
• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
• is at risk of being radicalised or exploited
• has a parent or carer in custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• is misusing alcohol and other drugs themselves
• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
• is a privately fostered child.

The College will work together with other agencies to provide a coordinated offer of early help, in line with Working Together to Safeguard Children and local Early Help guidance, to any child who needs it.

Awareness of safeguarding risk to students

The College helps prevent abuse by raising awareness of safeguarding risks, including risks of online activity and extremism, and providing advice about where students can get help and support if they need it. This is communicated with students in a range of ways including the College handbook, sessions in the tutorial programme, materials issued to students, and within curriculum areas.

Notifying parents

The College will normally seek to discuss any concerns about a student with their parents/carers. This must be handled sensitively and the DSL or a Deputy will be in the most informed position to make contact with the parent/carer in the event of a concern, suspicion or disclosure.

However, if the College believes that notifying parents/carers could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Initial Advice Team.

Vulnerable adults

If a student is over 18 and classed as a vulnerable adult, the College will take advice or refer details to the Adult Contact Team on 01325 406111 or the Emergency Duty Team on 01642 524552.

Children with special educational needs and disabilities and LGBT+ children

Children with special educational needs (SEN) and disabilities, and LGBT+ or questioning children can face additional safeguarding challenges.

College staff need to recognise the fact that these vulnerable groups may have additional barriers when recognising abuse and neglect in these groups of children. These can include:

- □ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- □ being more prone to peer group isolation than other children;
- □ the potential for children with SEN and disabilities, and LGBT+ or questioning children being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- □ communication barriers and difficulties in overcoming these barriers.
- □ Staff should be aware of these vulnerabilities and have awareness when dealing with concerns with these vulnerable groups.

Further information can be found in the department's (KCSiE 2024):
• SEND Code of Practice 0 to 25 years, and

• Supporting Pupils at School with Medical Conditions.

And from specialist organisations such as:
• The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
• Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
• NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

Complaints' Procedure

The College's complaints procedure will be followed where a student or parent/carer raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action.

Complaints are managed by the Principal and governors. Complaints from staff are dealt with under the College's complaints and disciplinary and grievance procedures.

Challenge and Escalation

The College recognises that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.
As part of our responsibility for safeguarding children, the College acknowledges that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the Darlington Safeguarding Partnership's escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

Allegations against staff

This relates to when there is an allegation that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

If an allegation is made about a member of staff (including supply staff or volunteers), the matter should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the chair of governors. The Principal, or chair of governors should not investigate the matter by interviewing the person who made the allegation, any possible suspects or witnesses but should:

- Obtain written details of the allegation, signed and dated by the person to whom the complaint or allegation was originally made (not the child/ person making the allegation).
- Countersign and date the written details.
- Record any other information about times, dates and locations of incident(s) and names of any potential witnesses.
- Once the complete facts have been established, record any discussions regarding the incident, any decisions made and reasons for those decisions.
- Report it to the Designated Officer at the Local Authority within 1 working day. Referral

should not be delayed in order to gather information.

- If a concern or an allegation requires immediate attention outside normal office hours then the Children's Services Duty Team or local police should be contacted; the Designated Officer at the Local Authority should be informed the next working day.
- No internal enquiries should be instigated until the external investigations are completed. During external investigation, suspension of a member of staff may be appropriate. Any suspension would take place at the discretion of the Principal, according to the Staff Disciplinary Procedures. Overall compliance with the procedures will be monitored and evaluated by the Darlington Safeguarding Partnership. Instances of non-compliance will be identified and followed up.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2024).

Staff, parents/carers and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

Appendix A **Definitions/Categories of Abuse**

Key Definitions (Keeping Children Safe in Education September 2024)

Safeguarding

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

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protection from maltreatment whether that is within or outside the home, including online
- Preventing 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
- Taking action to enable all children to have the best outcomes

Working Together to Safeguard Children (December 2023) define safeguarding and promoting the welfare of children as (similar to KCSiE 2024):

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing 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.
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Children includes everyone under the age of 18.

All staff need to be aware of the possible impact of abuse and safeguarding issues on

students' welfare and educational attainment, and appropriate support must be provided so that all students can have the best outcomes.

Types of Abuse and Neglect (please also refer to Keeping Children Safe in Education September 2024 for further information)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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. 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of the college's policy and procedures for dealing with it.

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

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 the College can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Students will be given practical advice on how to keep themselves safe and how to build their confidence and abilities.

Further information on 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, 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.

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.

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)

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 student in this area, the designated safeguarding lead (or a deputy), will 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.

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. It includes where a child sees, hears, or experiences its effects (KCSiE 2024). 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 sexual identity, age, ethnicity, socio-economic 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 child-on-child 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.

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.

In most cases college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

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 that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** 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, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

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 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.

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.

Online Safety
Online safety education should be a part of every student's education. Technology is a significant component of many safeguarding issues. In instances of Child Sexual Exploitation, radicalisation, sexual predations, technology often provides the platform that facilitates harm.

Students need to be protected from the following:

- Content – being exposed to illegal, inappropriate or harmful material – pornography, fake news, racist or radical and extremist views.
- Contact – being subjected to harmful online interaction with other users, for example commercial advertising as well as adults posing as children or young adults.
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm for example making, sending and receiving explicit images or online bullying.
- Commerce – being a victim of online gambling, phishing, financial scams, etc.

Filtering and monitoring are both important parts of safeguarding students and staff from potentially harmful and inappropriate online material. The College follows the DfE's newly published standard around the implementation of 'Filtering and Monitoring'. The College uses Smoothwall for its filtering and monitoring system to block harmful and inappropriate content, without unreasonably impacting teaching and learning. The college reviews the effectiveness of its provision and oversees reports.

Each week the College's IT network department test college filtering remains functional and fit for purpose. The College uses https://swgfl.org.uk/service/test-filtering/ (which is recommended by DFE to test the College's internet filter in order to ensure children are safe from terrorist and extremist material when

accessing the internet at college, including by establishing appropriate levels of filtering. The DSL each year, reviews the categories that should be blocked as part of the filtering process. A list of these categories can be obtained from the DSL.

The DSL works closely with IT service providers to meet the needs of the setting. Checks and a review of the college's filtering and monitoring systems are carried out at least annually or when a safeguarding risk is identified, there is a change in working practice, like remote access or bring your own device (BYOD) or new technology is introduced. The College has a separate and clear online safety policy. The use of student mobile and smart technology, reflects the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. The College manages these incidences as part of its Behaviour and Discipline policy.

Governors receive training on filtering and monitoring systems to support the college and understand its purpose and functionality. They help monitor the College's compliance with safeguarding policies and ensure these are properly implemented, regularly reviewed, and evaluate the effectiveness to make sure it contributes to the overall online safety of students.

Each morning, the DSL receives an email from Smoothwall to alert the college of any student that has attempted to access sites the college may deem to be inappropriate and have been blocked by Smoothwall Filter. These sites are reviewed and conversation is had with the student (if appropriate) to assess whether they are in danger. If so, action is taken to provide support for the student and parents/carers are immediately informed. Students that attempt to access sites that have been blocked by Smoothwall Filtering are recorded in order to identify any patterns of concerning behaviours.

Smoothwall Monitor is installed onto the college's computers, it analyses on-screen content and any keystrokes made. Words or phrases indicating the user may be at risk of harming or being harmed are captured in a screenshot and sent to the DSL for analysis (or the Smoothwall team as it is a managed service). The college's monitoring system allows alerts in real-time enabling the DSL and safeguarding team to act upon them quickly. A user will not be aware that monitoring is taking place or that a capture has been taken. The college's digital monitoring approach helps to: identify students at risk quickly; pick up serious risks (suicide, grooming, or a gang meeting) in real-time if a child has used their keyboard in any way to view content, message someone, look for information, type out their feelings – even if they delete it immediately or never press 'send' or 'enter'; detects problems and respond to issues the college may have been previously unaware of and help individuals who have not previously been shown to be at risk; and monitor students already at risk to check for escalation and feedback the evidence to relevant bodies.

If an alert made by Smoothwall to the college is high, a phone call is immediately made to the DSL by Smoothwall. This is as a result of the college purchasing the third-party human monitoring service. This ensures the child concerned is located immediately and support put in place to make sure they are safe. Parents/carers are informed in such cases.

The College's filtering and monitoring system aligns with KCSiE 2024 and the DfE's Filtering and Monitoring Standards 2024, it allows for customisation and a tailored approach (age appropriate content settings), it block access to inappropriate or harmful content, it identifies and restricts websites, applications and online platforms that may pose risks to student safety, it includes real-time monitoring features that allow administrators to track and analyse internet usage within the school network, it provide reports on accessed content, attempted access content to block sites, and potential violations of Acceptable Use of IT policy, it has support and updates from the provider, it integrates with curriculum platforms, allowing teachers to seamlessly incorporate digital resources whilst ensuring a safe learning environment, and it ensure students are taught about how to keep themselves and others safe, including online (filtering and monitoring).

The college shares its Acceptable Use of IT policy with all students and parents/carers which includes information regarding Smoothwall Monitoring and Filtering to safeguard and protect all students.

The college decides the level of monitoring that is right for its students. It is satisfied that their monitoring strategy or system at least covers the following content:

- **Bullying:** Any behaviour that involves the repeated use of force, threat or coercion to abuse, intimidate or aggressively dominate others.
- **Child sexual exploitation:** Manipulative or coercive behaviour towards a child that encourages them to engage in a coercive/manipulative sexual relationship, including encouraging to meet.
- **Discrimination:** Any unjust or prejudicial treatment of people with protected characteristics listed in the Equality Act 2010.
- **Drugs / substance abuse:** Any evidence of drug misuse or promotion of illegal drug use.
- **Extremism:** Content that encourages terrorism or terrorist ideologies, including intolerance or signs of violence.
- **Illegal:** Any content that is illegal. For example, extremist content or child abuse images.
- **Pornography:** Content that includes explicit imagery or sexual acts.
- **Self-harm:** Content that encourages or exhibits deliberate self-harm.
- **Suicide:** Anything that might suggest the user is considering suicide.
- **Violence:** Anything that displays or promotes the use of physical force intended to hurt or kill.

A summary of the identified roles and responsibilities to manage filtering and monitoring systems can be found here:

Role	Responsibility	Name / Position
Responsible Governor	Strategic responsibility for filtering and monitoring and need assurance that the standards are being met.	**Safeguarding Governor**

Senior Leadership Team Member	Responsible for ensuring these standards are met and: · procuring filtering and monitoring systems · documenting decisions on what is blocked or allowed and why · reviewing the effectiveness of your provision · overseeing reports Ensure that all staff: · understand their role · are appropriately trained · follow policies, processes and procedures · act on reports and concerns	**Chief Operations Officer** **DSL** **Chief Operations Officer & DSL** **DSL** **DSL** **DSL** **DSL** **DSL**
Designated Safeguarding Lead	Lead responsibility for safeguarding and online safety, which could include overseeing and acting on: · filtering and monitoring reports · safeguarding concerns · checks to filtering and monitoring systems	**DSL** **DSL** **IT Network Team**
IT Service Provider	Technical responsibility for: · maintaining filtering and monitoring systems · providing filtering and monitoring reports · completing actions following concerns or checks to systems	**IT Network Team** **IT Service Provider** **IT Network Team**

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 is a part of the college's safeguarding approach.

In December 2023, the Government revised the aims of Prevent as:

1) Tackling the **ideological** causes of terrorism,
2) Intervening early to support people **susceptible to radicalisation,**
3) Enabling people who have already engaged in terrorism to **disengage and rehabilitate**

The definition for extremism has also been revised as:

- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
  a) negate or destroy the fundamental rights and freedoms of others; or
  b) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
  c) intentionally create a permissive environment for others to achieve the results in (1) or (2).

  The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application (New Definition of Extremism 2024)

Behaviour that could constitute extremism

Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:

- Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.
- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.

- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.
- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.
- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.
- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.
- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour (New Definition of Extremism 2024).

- **Radicalisation r**efers 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 are alert to changes in students' behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The college's designated safeguarding lead (and any deputies) will be made 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) (updated December 2023), in the exercise of their functions, to have "due regard 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 the college's wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Prevent duty guidance for further education institutions in England and Wales that applies to colleges. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The first objective of the Prevent duty is to' tackle the ideological causes of terrorism'. The ideological component of terrorism sets this act apart from other acts of serious violence.

During all staff development training and during Prevent education for students, elements of ideology will be a key feature of Prevent training.

Ideological causes of terrorism are tackled through the 'Reducing Permissive Environments' theme highlighted in December 2023, which is achieved by creating an environment limiting exposure to radicalisation both on and off line and one where ideologies are challenged.

Training materials will include updated official terminology (December 2023) which clarifies that the guidance only applies to non-violent extremism where it can be reasonably linked to terrorism or could draw people into terrorism. A person's susceptibility to radicalisation may be linked to their vulnerability. A person can be vulnerable if they need special care, support or protection because of age, disability, risk of abuse or neglect. A person's vulnerabilities may be relevant to their susceptibility to radicalisation and to the early intervention approach that is required to divert them away from radicalisation.

The College determines who the appropriate members of staff are and how frequently training should occur, being proportional to the risk of terrorism and extremism in their local area. It also considers what type of training is needed for staff in different roles. Leads with designated Prevent responsibilities receive more in-depth training, including on extremist and terrorist ideologies to enable them to train and advise other staff and support making informed referrals to Prevent where necessary.

The risk and threat landscape has been updated in line with the counterterrorism strategy (CONTEST) 2023. The risk and threat picture is broader than that of 2015, the threat from Islamist terrorism remains the primary concern.

The College performs a risk assessment which assesses how its learners or staff may be at risk of being radicalised into terrorism, including online. Where specific risks are identified, an action plan to set out the steps they will take to mitigate the risk id carried out.

Information sharing on Prevent should be treated the same as wider safeguarding. The National Referral Form is rolled out nationally with the aim for all Prevent partners to adopt this approach. The referral form means that there is greater consistency of outcome both within and across a local authority. The College continues to follow its existing processes for sharing information about learners susceptible to radicalisation and is aware of the Prevent referral process in its local authority. Where appropriate, as with any other safeguarding concern, any Prevent concerns are securely transferred when a child moves college.

The College's DSL receives Educate Against Hate newsletters, which includes the latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation.

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.

Further information about child-on-child abuse

Children can abuse other children (often referred to as child-on-child 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 child-on-child 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 nude and semi-nude 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.

We believe that all children have a right to attend College and learn in a safe environment. Children should be free from harm by adults and other students in the College. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the College's Discipline and Behaviour Policy. Occasionally, allegations may be made against students by others in the College, which are of a safeguarding nature. Staff should recognise that children are capable of abusing their peers. Staff should follow safeguarding procedures if there is an allegation of child-on-child abuse, this will be investigated by the DSL or a Deputy.

Further information about sexual violence and sexual harassment between children in schools and colleges

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+ or questioning children are at greater risk. A child or young person being lesbian, gay, bisexual or questioning student is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are (KCSiE 2024).

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 staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

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

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

- 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 nude and semi-nude 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 offence)
    - 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 person's 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 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.

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

Additional advice and support

Abuse

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website
- Tackling Child Sexual Abuse Strategy – Home Office policy paper
- Together we can stop child sexual abuse – HM Government campaign

Bullying

- Preventing bullying including cyberbullying - DfE advice

Children missing from education, home or care

- Children missing education - DfE statutory guidance

- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance
- Care of unaccompanied and trafficked children – DfE statutory guidance
- Modern slavery: how to identify and support victims – HO statutory guidance

Drugs

- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- Drug and Alcohol education — teacher guidance & evidence review – PSHE Association website

(so called) "Honour Based Abuse" including FGM and forced marriage

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance
- Forced marriage - Forced Marriage Unit (FMU) statutory guidance
- FGM resource pack – HM Government guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

Violence

- Serious violence strategy - Home Office Strategy
- Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office
- Youth Endowment Fund – Home Office
- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending violence against women and girls 2016-2020 strategy - Home Office

strategy

- □ Violence against women and girls: national statement of expectations for victims - Home Office guidance