ASKHAM BRYAN COLLEGE

Safeguarding Policy
SCA6

Equality Impact Assessment: Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

1. INTRODUCTION

1.1. The Governors and Staff at Askham Bryan College regard each learner as a unique individual and therefore seek to support learner development in ways which will foster security, confidence and independence. We recognise that high self-esteem, peer support, a secure College environment and clear lines of communication with trusted adults helps all young people and adults, particularly those at risk or suffering abuse. These are regarded as central to the wellbeing of the individual and are therefore seen to be an intrinsic part of all aspects of the curriculum and ethos. The College is committed to safeguarding, to creating a culture of vigilance and maintaining a safe and secure environment for all our students and will ensure that action is taken to support them if abuse is suspected.

1.2. In order to safeguard and promote the welfare of children, young people and vulnerable adults, the College will act in accordance with the following legislation and guidance:

- Children Acts 1989 and 2004;
- Education Act (2002);
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (September 2019);
- Working Together to Safeguard Children (2018);
- Inspecting safeguarding in early years, education and skills settings (September 2019)
- Care Act 2014;
- Police Act 1997 (Protection of Vulnerable Adults) Regulations 2013;
- Safeguarding Vulnerable Groups Act 2006;
- Counter-Terrorism and Security Act (2015);
- Revised Prevent Duty Guidance: for England and Wales (Home Office July 2015);
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018);
- Sexual violence and sexual harassment between children in schools and colleges; and
- Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (May 2018).

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1.3.   The College will keep its policy and procedures under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up to date with their responsibilities and duties with regard to the safety and well-being of children and vulnerable adults.

1.4.   Within the College any student (child or adult) in danger of radicalisation or demonstrating extremist tendencies (violent or non-violent) is deemed to be vulnerable and appropriate support will be sought under the PREVENT strategy or through CHANNEL.

1.5.   This Policy focuses on the protection of Children and Vulnerable Adults. This document covers the procedure for dealing with suspicions or allegations of abuse. It outlines in more detail the actions required to protect our students while studying at College, when they are living in the College's residential accommodation and when students are in any work-based placements, including apprenticeships, NVQs and Diplomas and during periods of work experience. The Safeguarding Policy and Procedures should be read in conjunction with the College's HR policies and procedures including Recruitment and Selection, DBS Policy and procedure, Professional Standards, Student Disciplinary Policy, Peer on Peer Abuse policy and E-Policy.

1.6.   Children are those students under 18 years or age who may be on a:

•   16-18 study programme (including those in Residential provision), traineeship or apprenticeship.

1.7. Vulnerable Adults

The Safeguarding Vulnerable Groups Act 2006 defines a 'vulnerable adult' as a person aged 18 and over and:

•   Receiving a social care service;
•   Receiving a health service;
•   Living in sheltered accommodation;
•   Detained in custody or under a probation order;
•   Requiring assistance in the conducting of his/her affairs;
•   Receiving a service or participating in an activity targeted at older people with disabilities or with physical or mental health conditions; or
•   OR any adult whose circumstances make them vulnerable at a specific time.

1.8.   The Police Act 1997 (Enhanced Criminal Record Certificates) (Protection of Vulnerable Adults) Regulations 2013 require employers to carry out Disclosure and Barring Service checks before employees are allowed to come into contact with vulnerable adults. The   College is required under this legislation to apply for an enhanced check from the Disclosure and Barring Service (DBS) for staff working with such students.

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1.9.   It is College policy that all newly recruited staff are required to undergo a DBS enhanced check. All staff are required to complete a DBS declaration as part of the annual appraisal process.

1.10. Children with special educational needs and disabilities:

1.10.1. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. College policy and approach to safeguarding reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

o assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
o the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;

2. DEFINITIONS: WORKING TOGETHER TO SAFEGUARD CHILDREN DfE 2018)

Safeguarding and promoting the welfare of children is defined as:

•   protecting children from maltreatment;
•   preventing impairment of children's health or development;
•   ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
•   taking action to enable all children to have the best outcomes.

Child Protection is defined as:

•   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.

Definitions of **Abuse** are given at Appendix 2.

3. COLLEGE STRATEGY

3.1. The College will:

•   Take all appropriate actions to address concerns about the welfare of children and vulnerable adults;
•   Work in line with local policies and procedures in partnership with other local agencies, particularly the 'local safeguarding partners' as defined in Working Together to Safeguard Children 2018 i.e. the Local Authorities, Clinical Commissioning Groups and the Chief(s) of Police;

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- Plan, implement, monitor and review policies and procedures to ensure that all is being done to provide a safe environment for children and vulnerable adults in the College;
- Take a preventative approach to protecting children and vulnerable adults from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism); and
- Take all reasonable measures to ensure that risks of harm to children and vulnerable adult's welfare is minimised as appropriate:
- Risk assessment and management;
- Health and Safety procedures;
- Staff selection, recruitment, induction, supervision and training;
- Establish and maintain an environment where staff feel safe, are encouraged to talk and are listened to when they have concerns about the safety of a child or vulnerable adult; and
- Reacting to and reporting abuse.

4. POLICY STATEMENT

The Executive Team will ensure that:

4.1. All College staff, including contractors, have a collective and individual duty of care to ensure that staff fulfil their responsibilities to prevent the abuse of children and vulnerable adults, to refer any abuse discovered or suspected and to prevent students from being drawn into terrorism.

4.2. The College operates safe recruitment procedures and ensures that all appropriate checks are carried out on new staff including volunteers who will work or come into contact with children ensuring compliance with the statutory requirements. The Recruitment and Selection policy specifics the criminal disclosure procedure and this is monitored by the Human Resources Department. At least one of the interviewers when interviewing for new staff will have completed Safer Recruitment training where possible.

4.3. The College complies with the Education (Restriction of Employment) Regulations 2000 and report to the appropriate authorities when a person is dismissed, or resigns in circumstances which would have led to their dismissal, on grounds of misconduct.

4.4. A member of the College Executive Team is designated to carry overall responsibility for the protection of students (i.e. the Designated Safeguarding Lead) who will report annually to the Corporation on Safeguarding. Any issues of immediate concern will be reported to the Designated Safeguarding Lead of the College as and when they arise.

4.5. The College will work with appropriate agencies and will liaise with the Local Safeguarding Partners for the purposes of establishing and updating procedures, co-ordinating training and sharing information. The procedures are reviewed annually.

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4.6. The College recognises that any child or vulnerable adult can be subject to abuse or radicalisation and all allegations of abuse or concerns about radicalisation will be taken seriously and treated in accordance with the College's procedures.

4.7. The Safeguarding Policy and Procedure will be made available to all parents/carers (via the College website).

4.8. A team of Safeguarding Officers is nominated who will act as a first point of contact for other staff on safeguarding issues and will be responsible for co-ordinating action within the College and liaising with other agencies; contributing to a coordinated approach to safeguarding by developing effective liaison with other agencies and support services. The names and contact details are listed at Appendix 1 in SCA6a Procedures).

4.9. The role and responsibilities of the Safeguarding team members are specified and ensure that they are trained and developed to carry out the role.

4.10. All staff are aware of this policy and provide them with procedures for responding to situations in which they believe a student has been abused or is at risk of abuse. The College recognises that it is the responsibility of all staff to act upon any concern, no matter how small or trivial it may seem. This will include procedures to be followed if a member of staff is accused of abuse.

4.11. All staff have read and understood the current Keeping Children Safe in Education Parts 1 and 5.

4.12. All members of staff undergo appropriate training and development. Members of the Corporation, the Senior Leadership Team (SLT) and all other staff who work with students will undertake training to equip them to carry out their responsibilities for safeguarding children and vulnerable adults effectively including the PREVENT strategy. All new employees undertake training as part of the induction process, including completion of an online safeguarding module.

4.13. All staff will be kept up to date by refresher training every 3 years. There will be regular updates provided as required, but at least annually.

4.14. The Safeguarding team will undertake refresher training every two years to keep their knowledge and skills up to date, this will include providing appropriate supervision.

4.15. All Corporation members undergo a DBS Enhanced check.

4.16. The Residential team will have specific training in line with the requirements of the Social Care Common Inspection Framework.

4.17. Accurate records of safeguarding concerns and all incidents are kept and maintained in a secure place, all referred cases will be within ProMonitor for monitoring purposes.

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4.18. Students are informed about relevant sources of information, advice and support and play a part in the prevention of abuse through personal and social education. Information and sources of support are made available to students through leaflets, posters and a variety of media throughout the College.

4.19. All those responsible for assessing workplaces in advance of work experience placements, traineeships or apprenticeships undertake a Health and Safety Risk Assessment of the workplace to assess whether appropriate safety measures are in place prior to a student commences at the work place. If they are not, the student will not be allowed to commence.

5. RESPONSIBILITY FOR IMPLEMENTATION

5.1. Designated Governor

The designated governor is responsible for liaising with the Designated Safeguarding Lead and Senior Staff Member with lead responsibility over matters regarding safety including:

- ensuring the College has procedures and policies in place for the safeguarding of young people and vulnerable adults;
- ensuring the governing body considers these policies each year; and
- ensuring the governing body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training the staff have undertaken.

The designated governor may also be the key link to the Children's integrated Services Safeguarding team in connection with allegations against the Designated Safeguarding Lead or the Designated Safeguarding Officers. This will not involve any form of investigation but will ensure good communication between the parties and the provision of information to assist enquiries.

To assist in these duties the designated governor will receive appropriate training as directed by the College and Local Safeguarding Partners.

The role of the designated Safeguarding Governor (and Corporation) in relation to cases of allegations against members of staff is set out in SCA6a (Safeguarding Procedures)

5.2. Designated Safeguarding Lead (DSL)

Executive Director for HE and Students (ED)

The designated senior member of staff with lead responsibility for child/vulnerable adult protection issues is the Executive Director for HE and Students (ED). This person is a member of the Executive Team and has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of a safe environment (including online safety) for the children, young people and

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vulnerable adults learning within the College and its centres. Their role is as defined in Annex B of Keeping Children Safe in Education (September 2019). They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility will not be delegated.

The DSL will receive training in child/vulnerable adult protection issues and inter-agency working, as required by the Local Safeguarding Partners and will receive refresher training at least every two years.

The DSL will provide an annual report to the governing body of the College setting out how the College has discharged its duties and is responsible for reporting deficiencies in procedure or policy identified by the Local Safeguarding Partners (or others) to the governing body at the earliest opportunity.

The DSL will also convene and chair regular meetings of the Safeguarding Team.

Other responsibilities:

- 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 to the Disclosure and Barring Service of existing members of staff if they have harmed or pose a risk of harm to a child where either the individual member of staff has been deployed to an area of work that is non-regulated activity or they have been suspended.

- refer cases where a crime may have been committed to the Police as required;

- liaise with the Chief Executive to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; and

- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

- Liaising with the Children and Young People's Services Department of the Local Authority, the Local Safeguarding Partners and other appropriate agencies in relation to referrals and also to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;

- The role of the DSL in management of cases of allegations against members of staff is set out in SCA6a (Safeguarding Procedures);

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5.3. Senior Designated Safeguarding Officer (SDSO)

Director of Student Services

The designated member of the Management Team with lead operational responsibility for safeguarding is the Director of Student Services. They are responsible for overseeing the operation of procedures, supported by the Designated Safeguarding Officers in the North and South. This involves:

- Overseeing the referral of cases of suspected abuse/radicalisation or allegations to the City/County Council's Department of Children and Young People's Services, or other agencies (such as the police, Channel) as appropriate;

- Providing advice and support and expertise to staff on issues relating to child/vulnerable adult protection, particularly those staff undertaking the role of Designated Safeguarding Officer;

- Maintaining a proper record of any child/vulnerable adult protection referral, complaint or concern (even where that concern does not lead to a referral);

- Ensuring that parents/carers of children and young people/vulnerable adults within the College are aware of the College's Child/Vulnerable Adult Protection (Safeguarding) Policy and are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this;

- Liaising with secondary schools and other providers that send pupils to the College to ensure that appropriate arrangements are made for the pupils;

- Liaising with employers and training organisations that receive children or young people/vulnerable adults from the College on long term placements to ensure that appropriate safeguards are put in place;

- Supporting staff who make referrals to local authority children's social care;

- Liaising with staff where necessary (especially support staff, IT Technicians, and the Learning Support Manager) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;

- In addition to formal training, the knowledge and skills of the SDSO will be refreshed via e-bulletins on safeguarding developments and networking with other designated safeguarding leads at regular intervals, as required, and at least annually. This will allow them to understand and keep up with any developments relevant to their role so they understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

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- Ensuring the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with SLT and Corporation regarding this;

- Ensuring the school or college's child protection policies are known, understood and used appropriately; Ensuring that all staff receive basic training in child protection/vulnerable adult issues and are aware of the College's Child/Vulnerable Adult Safeguarding Procedures and Policy and Keeping Children Safe in Education (Parts 1 and 5). In addition, all staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

- Ensuring availability of Designated Safeguarding staff out of College hours to receive and deal with any safeguarding issues;

5.4. Human Resources

- HR staff have a responsibility to ensure that all the recommended employment checks are carried out on new staff and the appropriate authorities are notified of any dismissals due to misconduct.

- The Director of HR has a responsibility to ensure that minimum levels of training are established for different levels of staff and that the training is scheduled within the College training plan.

- The role of the Director of HR in cases involving allegations of abuse by members of staff / volunteers, is set out in SCA6a (Safeguarding Procedures)

- HR should ensure that all staff are aware of systems within College which support safeguarding. These systems will be explained to them as part of the staff induction. The mandatory list of policies that have to be explained at induction is as follows:

    - The Safeguarding policy;
    - The Behaviour Management policy;
    - The Staff Code of Conduct;

5.5. Designated Safeguarding Officers, Deputy DSOs and Centre Managers

Designated members of staff with particular responsibility for child protection/vulnerable adult issues are:

- Director of Student Services (Senior DSO);
- Student Services Managers (North and South) (DSOs);
- Designated Safeguarding Officers (Deputy DSOs);

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- Directors of Newton Rigg and Stewart Park
- Centre Manager at Saltaire;

These designated staff members:

- Refer cases of suspected abuse to the local authority children's social care as required;

- keep detailed, accurate, secure written records of concerns and referrals;

- understand and support the College with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- understand the unique risks associated with online safety and are confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at College;

- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them;

- obtain access to resources and attend any relevant or refresher training courses;

- Are trained and able to receive and make an appropriate child/vulnerable adult protection referral to external agencies;

- Will be available to provide advice and support to other staff on issues relating to child/vulnerable adult protection;

- Have particular responsibility to be available to listen to children, young people and vulnerable adults studying at the College;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

- are alert to the specific needs of children in need, those with special educational needs and young carers;

- Have received training in child protection/vulnerable adult issues (currently to Level 3) and inter-agency working, as required by the Local Safeguarding Partners, and will receive refresher training at least every two years;

- can offer advice and support to all members of staff;

- ensure that procedures are followed; and

- should always be available (during College hours) for staff to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Skype or other such media is acceptable.

In addition DSOs are responsible for reporting on Safeguarding aspects to the SDSO for the overall organisation and their nominated 'link' sites on a termly basis (to coincide with meetings of the Safeguarding Committee.

(SEE APPENDIX 1 SCA6A FOR CONTACT DETAILS)

5.6. Safeguarding Committee

This group will meet once a term.

Membership:

- Designated Safeguarding Lead
- Executive Director Quality, Standards and Apprenticeships
- Executive Director FE (Land-based) responsible for Centres
- Senior Designated Safeguarding Officer
- Designated Safeguarding Officers
- Director of Human Resources
- Director of Physical Resources
- Safeguarding Governor

The role of the group will be:

- To ensure there are appropriate and adequate safeguarding systems and controls are in place at the College including the Prevent Duty and Safer Recruitment;
- To produce and present appropriate safeguarding reports and updates (including annual reports) to appropriate College, members of the College management and the College Corporation;
- Review and make recommendations to the policies and procedures in place relating to safeguarding of staff and students;
- To keep up to date with and share information appropriately related to latest guidance and legislation relating to safeguarding;
- To consider any issues raised by staff, students or stakeholders related to safeguarding;
- To monitor training requirements of staff, students and other stakeholders;
- Agree and monitor the safeguarding action plans and risk register; and
- Ensure equality, diversity and inclusion are considered in relation to all safeguarding matters.

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6. STAFF CONCERNS ABOUT THE COLLEGE POLICY/PROCEDURES

6.1. If staff have any concerns about unsafe practice or potential failures in the College's safeguarding regime they should, in the first instance, make reference to and utilise the College policy on Whistleblowing.

6.2 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call the NSPCC on 0800 0280285 from 8am to 8pm Monday to Friday and / or email: help@nspcc.org.uk

7. USE OF EXTERNAL CONTRACTORS

7.1. Where Contractors are employed by the College, it is the responsibility of the Designated Safeguarding Lead to ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites. For those providing a service (e.g. for catering, cleaning) all employees should be DBS checked.

7.2. For contractors engaged to undertaken work on a short-term basis (eg builders), risk assessments are carried out. Contractors in respect of whom no checks have been obtained will not be allowed to work unsupervised, or engage in regulated activity. A risk assessment will be undertaken, entry and exit routes of contractors are agreed, and they are not allowed to leave their work place except at agreed times. The DSL, where required, will be responsible for determining the appropriate level of supervision depending on the circumstances.

7.3. If a contractor working at a College is self-employed, the DSL should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

7.4. Reception staff will always check the identity of contractors and their staff on arrival at College.

8. THE PREVENT STRATEGY (SEE ALSO APPENDIX 1)

8.1. The College raises awareness of specific vulnerabilities in order to ensure that staff are supported to recognise the signs and symptoms related to specific forms of abuse. This includes radicalisation/ violent extremism including (but not restricted to) those linked to Islamist ideology or far right/ neo Nazi/ white supremist ideology, Irish nationalist or loyalist paramilitary groups and extremist animal rights movements. The Safeguarding team liaise with the police and the Prevent team over matters related to students and staff concerning violent extremism/ radicalisation. All staff undertake WRAP (Prevent)

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training and SLT are updated about students who are supported through the Channel network.

8.2. Assessing Risk – all people who are believed to be engaged in or planning to be engaged in any form of extremist activity, or their behaviour causes a concern, must be referred to the Prevent Lead (Director of Student Services). Normally a member of the Safeguarding Team will make the referral but any staff member can do so if they wish. The PCSO and other statutory organisations will be informed as appropriate.

9. ONLINE SAFETY

9.1. College IT policies and processes and the College tutorial programme reflect the need to protect and educate the whole College community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. This is a reflection of the fact that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm. For further guidance, see RE16 E-Safety Policy

9.2. Filters and monitoring

Whilst considering our responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the College has considered the age range of our students, the number of students, how often they access the IT system and the proportionality of costs vs risks. This will be informed in part by the risk assessment required by the Prevent Duty. As part of this process, College ensures that, as far as possible, it has appropriate filters and monitoring systems in place.

10. INFORMATION SHARING

10.1 In line with the principles set out in 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018), the College recognises that:

- The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

To effectively share information:

- College staff should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role.

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Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal.

• Where College staff need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.

• Information can be shared legally without consent, if the staff member is unable to, or cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

• Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

10.2 Child protection files

Where children leave the College the DSL should ensure their child protection file is transferred to any new school or College as soon as possible. This should be transferred separately from any other student records, ensuring secure transit, and confirmation of receipt should be obtained. As a receiving College, the DSL should ensure key staff are aware as required.

In addition to the child protection file, the DSL should also 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 and have that support in place for when the child arrives.

11. USE OF FORCE TO CONTROL OR RESTRAIN

The College approach to the use of force to control or restrain students where necessary is contained within the Policy SSS17 'Use of force to control or restrain'.

12. REVIEW AND MONITORING

The Safeguarding Policy is reviewed annually and its provisions monitored by the governing body with input from SLT and from the Learner Voice.

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APPENDIX 1: PREVENT STRATEGY

1. Purpose

The purpose of this strategy is to outline our approach to supporting the national 'Prevent' Agenda linked to the safeguarding of our students and staff. This Strategy is written with reference to the Prevent Duty contained within Section 26 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities including Further Education Colleges, in the exercise of their functions, must have "due regard to the need to prevent people from being drawn into terrorism."

2. Context

The aim of this strategy is to:

• Develop an awareness of Prevent in the College
• Recognise current practice which contributes to the Prevent agenda
• Identify areas for improvement ☐ Develop a coordinated action plan

3. Awareness of Prevent Agenda

3.1. Prevent is 1 of the 4 elements of 'CONTEST', the government's counter-terrorism strategy. The 4 elements are: Pursue, Protect, Prepare and Prevent. It aims to stop people becoming terrorists or supporting terrorism.

3.2. The Prevent strategy responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.

3.3. It provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.

3.4. It works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation.

3.5. It covers all forms of terrorism, including far right extremism and some aspects of nonviolent extremism.

Source: https://www.gov.uk/government/publications/prevent-duty-guidance

4. College practice which contributes to Prevent

4.1. The College Safeguarding Policy features reference to the Prevent agenda and all current and future Safeguarding officers will have participated in Prevent training.

4.2. The College has strong links with regional Prevent Coordinators and local Police. The Student Services Managers and College Designated Lead for Safeguarding have the details for contacting 'CHANNEL' a process which supports people at risk of being drawn

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into terrorism). The College also has close links with Police Community Support Officers who attend the College on a regular basis to normalise police presence and help maintain trust between students and the police service.

4.3. All members of staff and subcontractors complete Prevent training. Subcontractors are also required to undertake Prevent training and this is facilitated by the College.

4.4. All College employees have Prevent training, this is covered in the induction session and staff are required to complete an on–line module.

4.5. Corporation members undertake Prevent training.

4.6. Our work to promote Equality and Diversity within College, incorporates British Values, contributes to good community relations and reduces the risk of radicalisation.

4.7. Mainstream political parties are invited in to College to support democracy related events. The College will not allow representation at such events, from parties with extreme views which promote violence or intolerance.

4.8. Guidelines for the use of visiting speakers within the curriculum, for cross College events and as part of any external lettings//commercial hire.

4.9. Site-based risk assessments are updated annually to reflect any new identified risks.

APPENDIX 2: DEFINITIONS OF ABUSE

Definitions of Abuse

1. Definition of abuse updated in 'Keeping Children Safe in Education (KCSiE) September 2019, to reflect updated guidance, 'Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. the internet). They may be abused by an adult or adults or another child or children".

2. **Physical Abuse**: This 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.

3. **Emotional abuse**: This is 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 the 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

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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 or 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.

4. **Sexual abuse**: This 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 looking at, or in the production of, sexual images, watching sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

5. **Neglect**: This is 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 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 and failure to protect a child from physical and emotional harm or danger. It is also failure to ensure adequate supervision or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

6. **Significant Harm**: Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

7. Additional forms of Abuse

7.1. **Peer on Peer abuse**: staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"; this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

The College will take any concerns of this nature very seriously and the concerns should be raised and dealt with in the same way as any other concerns, directly to the Safeguarding team.

The SDSO will ensure that:

- procedures to minimise the risk of peer on peer abuse are in place and clear to all staff;

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- staff are aware of how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- there are clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- staff recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- staff are aware of the different forms peer on peer abuse can take, such as:
  - sexual violence and sexual harassment.
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexting (also known as youth produced sexual imagery):
  - initiation/hazing type violence and rituals
  - upskirting

7.2. Teenage Relationship Abuse

Abuse in young people's relationships can involve the same forms of controlling and coercive behaviour, physical, emotional, psychological, financial and sexual violence and abuse as seen in adult relationships.

7.3. Sexual violence and sexual harassment between children

Receiving a report

College staff will ensure that any report of peer on peer sexual violence or sexual harassment will be handled with sensitivity and in the same manner as any safeguarding referral re confidentiality, note-taking etc. Where possible, two members of staff will be present at the time of the report/disclosure, including a Designated Safeguarding Officer. Where the report includes an 'online' element, staff will follow the UKCCIS guidance on sexting and images.

Risk assessment

When there has been a report of sexual violence, the DSL or DSO should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at College, especially any actions that are appropriate to protect them;

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Risk assessments will be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The DSL or DSO will ensure they are engaging with children's social care and specialist services as required.

Considerations

The DSL/DSO will consider:

• the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

• the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;

• the ages of the children involved;

• the developmental stages of the children involved;

• any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;

• if the alleged incident is a one-off or a sustained pattern of abuse;

• are there ongoing risks to the victim, other children, adult students or school or college staff;

• other related issues and wider context, including contextual safeguarding considerations

• Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Managing reports

It is important to consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the DSL/DSO should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, the DSL/DSO will take immediate action to safeguard their children, where required. There are four likely scenarios for College to consider when

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managing any reports of sexual violence and/or sexual harassment.

1. Manage internally
2. Early help
3. Referrals to children's social care
4. Reporting to the Police

Further guidance, including guidance on managing the College position during any criminal investigation and how to continue to safeguard the alleged victim and alleged perpetrator on an ongoing basis (eg if in the same class, both residential) can be obtained at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

8. **Child Sexual Exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online.

9. **'Honour based' violence**

So-called 'honour-based' violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Under the updated Keeping Children Safe in Education, Sept 2016 ' Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. In the College this can be done with support of the Safeguarding team.

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11. 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.

12. Child criminal exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns or other urban areas. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (via national crime agency for human trafficking) should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

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

13.   Abuse of Vulnerable Adults (Source: Care Act 2014)

13.1. **Physical abuse** – including assault, hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate physical sanctions.

13.2. **Domestic violence** – including psychological, physical, sexual, financial, emotional abuse, so called 'honour' based violence.

13.3. **Sexual abuse** – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

13.4. **Psychological abuse** – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyberbullying, isolation or unreasonable and unjustified withdrawal from services or supportive networks.

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13.5. **Financial or material abuse** – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

13.6. **Modern Slavery** – encompasses slavery, human trafficking, and forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

13.7. **Discriminatory abuse** – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

13.8. **Neglect and acts of omission** – including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

13.9. **Self-Neglect** – this covers a wide range of behaviour neglecting to care for one's personal hygiene health or surroundings and includes behaviour such as hoarding.

13.10. **Radicalisation** – The College addresses the Prevent agenda by working closely with the police and specialist teams over matters related to students and staff concerning violent extremism and radicalisation.

13.11 **Serious Violent Crime**: All staff should be aware of the indicators that may signal that children are at risk form, or involved in, serious violent crime. These may include increased absence from college, a change in friendships or relationships with older people 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 may also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

13.12 **Upskirting**: 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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