

WYVERN COLLEGE POLICY NUMBER 34 SAFEGUARDING CHILDREN

Purpose and rationale

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their college life. As a college we are committed to safeguarding and promoting the welfare of all our students. All staff have a shared understanding that safeguarding is everyone's responsibility, not just the responsibility of the Designated Safeguarding Lead.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the college.

The College aims to ensure that:

- There is consistent, good safeguarding practice across the college through which we demonstrate our commitment to protecting children.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- All staff, Trustees and Members are aware of their statutory responsibilities with respect to safeguarding;
- All staff Trustees and Members are properly trained in recognising and reporting safeguarding issues;

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of "it could happen here; it does happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers, visitors Trustees and Members with the framework they need to keep children safe and secure in our College and to inform parents how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the supporting documents.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children. We comply with this guidance and the procedures set out by the Hampshire Safeguarding Children Partnership (HSCP)

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils;
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques;

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children;
- Hampshire Safeguarding Children's Board protocols and guidance and their procedures (from Working Together to Safeguard Children 2018)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18;
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM;
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children;
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children;
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism;
- Home Office 'Criminal exploitation of children and vulnerable adults: County Lines guidance' (September 2018);
- The General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

As an employer we comply with the "Disqualification under the Childcare Act 2006" guidance issued in February 2015.

Principles and content

This policy has been written in consultation with Trustees and is available on the College website. Trustees will ensure the policy is reviewed annually and this policy will provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities. This policy will ensure consistent good practice across the College and demonstrate our ongoing commitment to safeguarding children.

Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, race, disability, sexuality, religion, culture or language have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. The General Data Protection Regulation and Data Protection Act 2018 do not prevent or limit the sharing of information to keep children safe and the legal and secure information sharing between schools and relevant agencies is essential for keeping children safe and ensuring they get the right support. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children

Whilst the College will work openly with parents as far as possible, the College reserves the right to contact Children's Services or the Police, without notifying parents, if this is in the child's best interests.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment;
- 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 (CP) is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents, Trustees and Members.

Child refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our College; however, the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

Staff Responsibilities

Staff have a key role to play in identifying concerns early and providing help for children. All staff receive training in how to listen and respond to children. They will allow the child to speak and for staff to only ask open questions to aid clarification. Any member of staff who has concerns about the welfare of a child must share this information with the Designated Safeguarding Lead (DSL) via the 'Report Safeguarding' email button on the Wyvern intranet:

- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns;
- This record is given to the DSL, via 'Report Safeguarding' email, who will analyse risk and refer onwards as necessary and appropriate;
- Referrals where urgent action is required should never be delayed in order for a full record to be written;
- CP written records will be stored securely and away from the main student records in the Pastoral Deputy Headteacher's office;
- CP records will also be stored securely in CPOMs (Safeguarding and Child Protection Software for Schools.)

Confidentiality

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the College who 'need to know'. All staff are aware that they cannot promise a child that they will keep a secret. Disciplinary action will be considered for any breach of confidentiality.

Reporting

Pastoral staff and the Attendance Officer will notify the DSL of any child with a social worker, where there is an unexplained absence. Staff will report to the DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

Referral

The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Children's Services using the online Inter-Agency Referral Form.

Generally, the DSL will inform the parents prior to making a referral, however, there are situations where this may not be possible or appropriate.

As a College, we will educate and encourage students to keep safe through:

- The content of the curriculum, including the statutory RSE (Relationships & Sex Education) and PSHE (Personal Social Health Education) curriculum;
- Safeguarding information shared with all year groups at the start of every term, both by the DSL and the Pastoral Leaders;
- Assemblies and the tutor time programme;
- Safeguarding information readily available to all students around the College site and via the College website;
- A College ethos which helps children to feel safe and able to talk freely about their concerns, knowing that they will be listened to and valued.

Dealing with allegations against staff (whistleblowing)

If any member of Wyvern College staff has a concern about the practice or behaviour of a fellow member of staff, this information must be passed immediately to the Headteacher, Mr Ben Rule. The Headteacher will assess the information and consider the appropriate course of action. If it is likely that a member of staff has deliberately hurt a child or intended to hurt a child, then the Headteacher will contact The Local Authority Designated Officer (LADO) and the relevant advice and guidance will be followed.

If the allegation is against the Headteacher, the member of staff making the allegation will contact the Chair of Trustees, via their Wyvern College email, who will then decide who will lead an investigation.

Dealing with allegations against children

If a concern is raised about the behaviour or actions of a child or an allegation is made against a child, this information must be shared immediately with a DSL in the normal manner. The DSL will always seek advice and guidance from Children's Services and/or the Police.

Sexual violence and sexual harassment between children

All staff should be aware that children can abuse other children (often referred to as 'peer-on-peer abuse'). Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This may include: abuse in intimate, personal relationships between peers; bullying (including cyber-bullying); physical abuse; sexual violence; sexual harassment; sharing self-generated indecent images (also known as 'sexting'); initiation type violence or rituals; upskirting.

All staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. This pattern of prevalence will not, however, be an obstacle to ALL concerns being treated seriously.

Staff are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'. Staff will also take seriously any sharing of sexual images

(photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

Within this policy, there is a clear procedure for how we deal with situations where sexual assaults or behaviour considered criminal between children has taken place.

At Wyvern College, we follow the “Sexual violence and sexual harassment between children in schools and colleges” advice provided by the DfE.

Staff will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable. Support will be provided to victims of sexual violence and sexual harassment and we will ensure that they are kept safe.

All staff must immediately report any concerns they have about peer-on-peer abuse including sexual harassment, sexual abuse, sexual activity and sexual violence between students at Wyvern College. In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Upskirting is defined as someone taking a picture under another person’s clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear.

Concerns should be reported to the DSL who will then decide whether to manage the case internally, seek early help with a multi-agency approach, refer to Children’s Services or report the case to the police.

Children at risk of criminal exploitation

All staff who are in regular contact with children need to be aware of indicators that children are at risk from, or are involved with serious violent crime, including ‘County Lines’ exploitation.

Child Criminal Exploitation (CCE) is defined as:- ‘where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology’

Indicators may include persistently going missing from school or home; unexplained acquisition of money, clothes or mobile phones; relationships with controlling older individuals or groups; carrying weapons; significant decline in school performance and emotional well-being.

The DSL will assess the information and consider if the young person is at risk of or has been subject to criminal exploitation. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Children’s Services. In the case of a young person at immediate risk, the DSL will contact the police immediately.

Preventing Radicalisation and Extremism

The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political, environmental, animal rights, or faith based extremism that may lead to a child becoming radicalised. All staff have received safeguarding training in order that they can identify the signs of children being radicalised.

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 at different settings.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children’s social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a “channel panel” will be convened and the school will attend and support this process.

Training

All frontline staff in education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole College every year with separate training to all new staff, Trustees and Members on appointment. All staff will sign a central register to confirm they have attended the annual safeguarding training.

The DSL will attend initial training for their role and then refresher training every two years.

Any update in national or local guidance will be shared with all staff, Trustees and Members in briefings and then captured in the next whole College training.

Training Summary

- Whole College training delivered 14th September 2020
- Whole College training to be delivered September 2021
- Safeguarding reminders delivered to all staff via the weekly staff circular and staff briefings

Name of DSL	Training	Date of Training
J Firth	Refresher – valid for 2 years	24/11/20
S Foster	Refresher – valid for 2 years	22/10/20
M Westlake	Refresher – valid for 2 years	14/10/20
L Kehoe	Refresher – valid for 2 years	09/10/19
E Goss	Initial – valid for 2 years	22/10/20
B Rule	Initial – valid for 2 years	22/10/20
K Burrows	Initial – valid for 2 years	15/09/20
N Strand	Initial – valid for 2 years	15/09/20

Responsibility for implementation

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers, visitors and Trustees in the College. Our policy and procedures also apply to extended school and off-site activities.

In this College, any individual can contact the Designated Safeguarding Lead (**DSL**) if they have concerns about a young person.

All staff

All staff will annually read part 1 of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education (updated annually), alongside Wyvern College’s Staff Code of Conduct and Policy number 34 Safeguarding Children. All staff will sign a central register to confirm they have read and understood the three key safeguarding documents.

All new staff, whether permanent, temporary or supply are given an induction checklist when they join Wyvern College which ensures they have been made aware of and have read the safeguarding policy. In addition, all supply staff employed by Wyvern College must attend the annual safeguarding training.

All staff will be aware of:

- Our systems which support safeguarding and the role of the Designated Safeguarding Lead (DSL);

- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- The process for making referrals to local authority Children's Services and for statutory assessments that may follow a referral, including the role they might be expected to play;
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM or peer-to-peer sexual abuse, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, forced marriage, radicalisation and child criminal exploitation (CCE).

The Designated Safeguarding Lead (DSL)

The DSL is Jennie Firth and the **Deputy DSL's** are Sue Foster, Laura Kehoe, Mark Westlake, Emily Goss, Katherine Burrows, Nicky Strand and Ben Rule.

The DSL takes lead responsibility for child protection and wider safeguarding at Wyvern College. During term time, the DSL and Deputy DSLs will be available during school hours for staff to discuss any safeguarding concerns. The DSL and Deputy DSLs 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;
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- Contribute to the assessment of children;
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Trustees

All Trustees and Members will annually read part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (updated annually) and sign a central register to confirm they have read and understood the document. At least one member of the CG&S committee should attend the Wyvern College annual safeguarding training and all Trustees and Members will receive annual safeguarding training from the Designated Safeguarding Lead. The DSL will ensure that the annual safeguarding training is filmed so that it can be accessed online by all Trustees and Members. The Trustees will approve this policy at each review, and hold the Headteacher to account for its implementation. The Trustees will ensure:

- The College has effective safeguarding policies and procedures in place;
- The College has a broad and balanced curriculum that incorporates safeguarding;
- National and local guidance is followed, specifically 'Keeping Children Safe in Education';
- There is a member of the school's senior leadership team identified as the DSL;
- An annual audit of safeguarding is carried out and any concerns are remedied without delay.

The Care, Guidance and Support committee will monitor the effectiveness of this policy in conjunction with the full Trustee board.

In the event of an allegation of abuse being made against the Headteacher, a 'case manager' will be nominated by the Chair of Trustees.

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;
- Communicating this policy to parents when their child joins the school and via the school website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Accountability

This policy is drafted by the Pastoral Deputy Headteacher. It is the responsibility of the Headteacher and the Pastoral Deputy Headteacher to ensure that the policy is available on the College website for parents and other stakeholders.

Supporting documents and appropriate links

Related documents

This document should be read in conjunction with the College's Health and Safety Policy, the Mental Health and Well-Being Policy, the Attendance Policy, the Sex & Relationships Education Policy, the Behaviour policy, the Whistleblowing Policy, the Curriculum Policy, the Online Safety policy, the Self-Harm Management Guidance document and the Supporting Students with Medical Conditions Management Guidance document.

Attached to this policy are the following documents:

1. Links to safeguarding resources
2. Dealing with disclosures
3. The role of the DSL
4. Young people with medical needs
5. Indicators of abuse
6. Allegations against staff
7. Sexual Violence and Sexual Harassment Between Children - Wyvern College Protocol

In addition, attached to this policy are appendices based on the Department for Education's statutory guidance, Keeping Children Safe in Education:

1. Types of abuse
2. Safer recruitment and DBS checks
3. Allegations of abuse made against staff
4. Children missing from education
5. FGM
6. Forced marriage
7. Preventing radicalisation
8. Child sexual exploitation (CSE)
9. Mental health

Review schedule

As a College, we review this policy **annually** in line with Department for Education, Hampshire Safeguarding Children Partnership and Hampshire County Council guidance.

Reviewed Care, Guidance & Support Committee on 14th June 2021

Ratified by Trustees' Board on 12th July 2021

Next review date: July 2022

Related documents

1. LINKS TO SAFEGUARDING RESOURCES

Issue	Links to Useful Resources
Health and Safety	https://www.gov.uk/health-safety-school-children
Anti-Bullying, Harassment & Discrimination	https://www.gov.uk/bullying-at-school https://www.gov.uk/government/publications/preventing-and-tackling-bullying https://www.antibullyingpro.com
Anti-Racism	https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/racist-and-religious-hate-crime/ https://www.gov.uk/discrimination-your-rights
Physical Intervention	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Meeting the needs of pupils with medical conditions	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
First Aid	https://www.gov.uk/government/publications/first-aid-in-schools
Drug and Substance Misuse	https://www.gov.uk/government/publications/drugs-advice-for-schools https://www.talktofrank.com/ https://www.catch-22.org.uk/offers/substance-misuse/
Educational Visits	http://www3.hants.gov.uk/education/outdoor-education.htm
Internet Safety	http://ceop.police.uk/ https://www.thinkuknow.co.uk/
School Site Security	https://www.gov.uk/government/publications/school-security
Safer Recruitment Policy	http://www3.hants.gov.uk/education/eps/child-protection-introduction.htm https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions
Issues specific to a local area or population,	DfE safeguarding children https://www.gov.uk/childrens-services/safeguarding-children
Radicalisation	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf https://www.gov.uk/government/publications/prevent-duty-guidance
CCE / CSE	https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/

2. DEALING WITH DISCLOSURES

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties (including SEND needs) and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or Children's Services directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the College premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief;
- Accept what is said and take it seriously;
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the student, but only so far as is honest and reliable.;
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential';
- Do reassure e.g. you could say: "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help."

Respond

- Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details;
- Do not ask 'leading' questions e.g. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court;
- Do not criticise the alleged perpetrator; the student may care about him/her, and reconciliation may be possible;
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a DSL.

Report

- Share concerns with the Designated Safeguarding Lead as soon as possible;
- If the disclosure is made out of normal school hours and the DSL is unavailable (and the child is at risk of immediate harm) contact Children's Services on the out-of-hours number directly;
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration;

Record

- If possible, make some very brief notes at the time and then transfer these verbatim to the 'Report Safeguarding' email';
- Pass your original notes to the DSL'
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words;
- Record the position of any noticeable bruising or marks on the child;
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- Support the child: listen, reassure, and be available;
- Complete confidentiality is essential. Share your knowledge only with the DSL;
- Try to get some support for yourself if you need it.

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

Supporting staff

Receiving a disclosure can be upsetting for the member of staff and the College has support in place for staff after a disclosure is made. This includes reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately; a one-to-one conversation with the DSL and access to the Employee Support Line.

In some cases, additional counselling might be needed and staff should be encouraged to recognize that disclosures can have an impact on their own emotional well-being.

Following a report of concerns from a member of staff, the DSL must:

1. Decide whether there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Services.
2. Normally the College should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Services. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact Children's Services via the Children's Reception Team (CRT) or by submitting an online Inter-Agency Referral Form and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary, they should submit an online Inter-Agency Referral Form.

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the Early Help process.
5. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Children's Services and what action has been taken.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Services or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a child needs *urgent* medical attention and there is suspicion of abuse the DSL or Head Teacher should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Services and the police. The DSL should seek advice about what action Children's Services will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. If the DSL is unsure whether to refer a matter to the police, they should follow the guidance 'When to call the police' produced by the National Police Chiefs Council (NPCC).

3. THE ROLE OF THE DSL

- Assist the Trustees and Members in fulfilling their responsibilities under Section 175 or 157 of the Education Act 2002;
- Attend initial DSL training for the role and refresh every two years. This is by attending refresher training after the first two years and then demonstrating evidence of continuing professional development thereafter;
- Ensure every member of staff knows who the DSLs are, are aware of the DSL role and has their contact details (safeguarding sticker for staff identity badge);
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL;
- Ensure that whole College training occurs annually so that staff, Trustees and volunteers can fulfil their responsibilities;
- Ensure any members of staff, Trustees or Members joining the College outside of this training schedule receives a safeguarding induction;
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk;
- Ensure that copies of safeguarding records are transferred accordingly (separate from student files) when a student transfers school (where appropriate);
- Ensure that copies of safeguarding records are requested (separate from student files) when a student arrives as an in-year admission;
- Ensure that where a student transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed;
- Ensure that safeguarding information and child protection or child in need plans are transferred at the point of Key Stage 2/3 transition and Key Stage 4/5 transition;
- Link with the Hampshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

4. YOUNG PEOPLE WITH MEDICAL NEEDS

There will be occasions when children are temporarily unable to attend College on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Hampshire uses the phrase "long-term" to define any period exceeding 15 continuous school days of absence because of medical needs.

Where an absence will be for more than 15 continuous school days then the Education and Inclusion Service provision should begin at the earliest possible date and should not automatically be delayed until the 16th day of absence.

At all times during the period of Education and Inclusion Service provision, the young person will remain on the roll of their home school and the home school will retain ultimate educational responsibility for the young person.

Referral to the Education Inclusion Service

Referral to the Education Inclusion Service (EIS) must be made by the young person's home school and must be made via the Education and Inclusion Service referral form. The referral form will be completed by either the Pastoral Leader or Pastoral Assistant Headteacher. Referrals should be supported by a letter from either:

- A Hospital Consultant
- A Senior Clinical Medical Officer
- A Consultant Child Psychiatrist
- A General Practitioner (GP)
- A member of the Hampshire Education Psychology Service (HEPS)

5. INDICATORS OF ABUSE

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Indicators of Emotional Abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behaviour

- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-harm
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g. wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Low self-esteem
- Unusually fearful with adults

- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Indicators of physical abuse

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the social context of the college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Depression or other sudden apparent changes in personality
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn

- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts
- Self-harm
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism

6. ALLEGATIONS AGAINST STAFF

Procedure

The following procedure should be used in all cases in which it is alleged a member of staff or volunteer in College has:

1. Behaved in a way that has harmed a child, or may have harmed a child;
2. Possibly committed a criminal offence against or related to a child; or
3. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children (This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children').

Only the Headteacher, delegated staff or nominated Trustee should deal with allegations. All other staff, Trustees or Members must:

- Report any concerns about the conduct of any member of staff to the Headteacher as soon as possible and within 24 hours. 'Staff' includes adults in the school from external agencies; those in a temporary, supply or locum basis within the school; and adults not directly involved in face to face work within the school environment.
- Where there is an allegation about a supply teacher the college will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
- If the allegation concerns the **Headteacher**, the information needs to be passed to the LADO and Chair of Trustees immediately via their Wyvern College email.

The LADO and the personnel provider for the College will support the College in following procedures set out in Keeping Children Safe in Education (2018) and the HSCP procedures.

7. SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Wyvern College Protocol

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

At Wyvern College, all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. All concerns or incidents must be reported to the safeguarding team via the 'report safeguarding' button on the college intranet. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'.

We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable.

Upskirting

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.

Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between students, we will follow the peer-on-peer abuse procedure.

If staff in the college are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly.

There are behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting. The use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Students who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the college it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the Headteacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation and the college's procedures for viewing images on a mobile phone (safeguarding team only).

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

Prevention

At Wyvern College, we will minimise the risk of allegations against other students by:

- Providing PHSE (and RSE) as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our college for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed.
- Liaising and working with other professionals to develop robust risk assessments for students that are identified as posing a potential risk to other students.
- Liaising with specialists to deliver appropriate targeted work to students identified as being at potential risk e.g. protective behaviours work.

Allegations against other students (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation.

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older student and refers to their behaviour towards a younger or more vulnerable student;
- Is of a possible criminal nature;
- Puts other students in the school at risk, or raises the risk factor for others;
- Indicates that other students may have been harmed or be at risk or harm;
- Includes bullying (under the definition of emotional abuse) or intimidation.

Procedure

When an allegation is made by a student against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible, via the 'report safeguarding' button. A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes:

- The incident should not be investigated at this time.
- The DSL will contact the MASH to discuss the case and make a formal referral where appropriate.
- If the allegation indicates that a potential crime has taken place, the MASH will refer the case to the police.
- Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the MASH.
- A risk assessment will be completed at this time to protect all parties involved.
- It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our school's behaviour policy and procedures.
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our school's policies and procedures.
- Support should be given to all students involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set.
- The plan should be monitored, and review dates set by the DSL.

APPENDICES

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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;

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;

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;

Seeing or hearing the ill-treatment of another;

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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;

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet);

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect 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 (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);

Ensure access to appropriate medical care or treatment;

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

NB All staff should have an awareness that childhood 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. If staff have a mental health concern about a child, that is also a safeguarding concern, and should be shared with the DSL team in the usual manner.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Appendix 2: Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the College's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

Verify their identity;

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below);

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available;

Verify their mental and physical fitness to carry out their work responsibilities;

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards;

Verify their professional qualifications, as appropriate;

Ensure they are not subject to a prohibition order if they are employed to be a teacher;

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent;

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments;

The Headteacher will meet with a member of staff who has received a caution or conviction for an offence, to risk-assess their suitability to work with young people. The risk-assessment will be recorded on the individual personnel file.

Regulated activity means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children;

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant);

Where the individual has received a caution or conviction for a relevant offence;

If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009;

If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity;
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity;
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

Appendix 3: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff, Trustee, Member or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children').

It applies regardless of whether the alleged abuse took place in the College. Allegations against a teacher, Trustee or Member who is no longer teaching/ connected with the college and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff Trustee or Member or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Appendix 4: Children missing from education

Within Hampshire, the acronym MET (missing, exploited, trafficked) is used to identify all children who are missing; believed to be at risk of or being exploited; or who are at risk of or are being trafficked. Given the close links between all these issues, there has been a considered response to view them as potentially linked, so that cross over of risk is not missed.

Children Missing from Education

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

Therefore, a child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect;
- Have a social worker;
- Come from Gypsy, Roma, or Traveller families;
- Come from the families of service personnel;
- Go missing or run away from home or care;
- Are supervised by the youth justice system;
- Cease to attend a school;
- Are at risk of criminal exploitation;
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the College without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, Female Genital Mutilation (FGM) and forced marriage.

Appendix 5: Female Genital Mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

If a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM, this should be reported to the police immediately. **It is the responsibility of the member of staff to inform the police, not the DSL.**

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place;
- A mother/family member disclosing that FGM has been carried out;
- A family/pupil already being known to social services in relation to other safeguarding issues.

Potential signs that a pupil may be at risk of FGM include:

The girl's family having a history of practising FGM (this is the biggest risk factor to consider);
FGM being known to be practised in the girl's community or country of origin;
A parent or family member expressing concern that FGM may be carried out;
A family not engaging with professionals (health, education or other).

Appendix 6: Forced marriage

Forcing a person into marriage is a crime. 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place;
- Activate the local safeguarding procedures;
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to a counsellor, as appropriate.

Appendix 7: Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. In addition the DSL will advise Trustees and Members of their responsibilities

We will assess the risk of children in our College being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at College and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and the charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves;
- Becoming susceptible to conspiracy theories and feelings of persecution;
- Changes in friendship groups and appearance;

- Rejecting activities they used to enjoy;
- Converting to a new religion;
- Isolating themselves from family and friends;
- Talking as if from a scripted speech;
- An unwillingness or inability to discuss their views;
- A sudden disrespectful attitude towards others;
- Increased levels of anger or increased secretiveness, especially around internet use;
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- Accessing extremist material online, including on social media;
- Possessing extremist literature;
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. If staff are concerned about a pupil, they should discuss their concerns with the DSL. Staff should **always** take action if they are worried.

Appendix 8: Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media) (definition from KCSiE 2020)

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections or becomes pregnant;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

We educate all staff in the signs and indicators of sexual exploitation. We use the child exploitation risk assessment form (CERAF) and associated guidance from the Hampshire Safeguarding Children Partnership to identify pupils who are at risk; the DSL will share this information as appropriate with children's social care.

Appendix 9: Mental Health

Tutors and class teachers see their students day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The balance between the risk and protective factors is most likely to be disrupted when difficult events happen in pupils' lives. These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
- traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, staff will provide opportunities for the child to talk or receive support within the college environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support, referrals will be made to the appropriate team or service with the appropriate agreement.

If staff have a mental health concern about a child that is also a safeguarding concern, they will take immediate action, raising the issue with the safeguarding team.