

# Safeguarding & Child Protection Policy for Schools, Educational Settings & Providers of Education Services for Children & Young People September 2023

## Victoria College



**Version:** September 2023

**Ratified by the Board of Trustees:  
Name of Chair of Trustees:**

John Rodway



**Signed by the Board of Trustees:**

**To be reviewed (annually):** September 2024

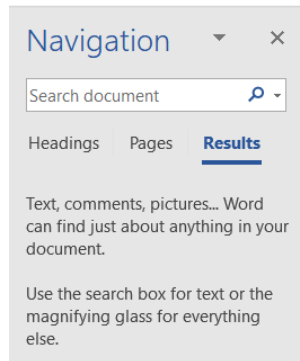


**Making a positive difference** everyday to people's lives

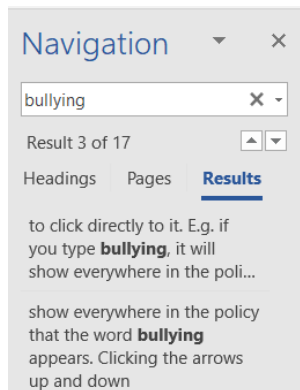


## **How to navigate this policy with ease and find key information quickly**

If you are looking for specific information on a safeguarding concern, press Control and F together and this navigation window will appear on the left of your screen:



Type a key word in the tool bar and where that word appears in the policy, you will be able to click directly to it. E.g. if you type bullying, it will show everywhere in the policy that the word bullying appears. Clicking the arrows up and down will take you directly to the area of the policy.



***Federation Specific- Staff- refer to the ‘Safeguarding Information’ tab for more information and support in how to identify and act if you have concerns.***

***If you are unsure -***

***NEVER DO NOTHING - SPEAK TO A DSL FOR ADVICE***

## Safeguarding & Child Protection Policy for Schools, Education Settings & Education Services

	Cribsheet- How to navigate this policy with ease and find key information quickly	2
	<b>Part 1: Safeguarding Policy</b>	
1	Introduction	5
2	Overall aims	7
3	Guiding principles	8
4	Expectations	8
5	Designated Safeguarding Lead (DSL)	8
6	Contextual safeguarding	9
7	Mental health	9
7.1	Adverse Childhood Experiences	10
8	Designated Teacher for Looked After and Previously Looked After Children	10
9	The Board of Trustees	11
10	Safer recruitment and selection	12
10.1	Induction	12
10.2	Staff support	13
11	Use of reasonable force	13
12	The college's role in the prevention of abuse	13
12.1	Online safety	14
13	What we will do if we are concerned – Early Help response	14
14	Safeguarding pupils/students who are vulnerable to radicalisation	14
14.1	Risk reduction	15
14.2	Channel	15
14.3	Online Monitoring and Filtering	16
15	Pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' violence (including female genital mutilation and forced marriage)	16
15.1	Gender Based Violence	17
15.2	Forced Marriage	17
15.3	Modern Day Slavery and Trafficking	18
16	Young people who are Absent from Education	18
16.1	Homelessness	18
16.2	Child Abduction	19
16.3	Children in Court	19
16.4	Children/young people with family members in prison	19
17	Child on Child abuse including sexual violence and harassment and Youth Produced Imagery	20
18	Criminal exploitation	21
18.1	County Lines	21
18.2	Gangs and Youth Violence	21
19	Domestic Abuse	22
19.1	Drugs and Substance Misuse	22
19.2	Fabricated Induced Illness	22
19.3	Misogyny and Online Misogyny	22
19.4	Upskirting	23
	<b>Part 2: Key Procedures</b>	
	Chart: Responding to concerns about a young person	24
20	Involving parents/carers	25
21	Multi-agency work	25
22	Our role in supporting students	25
23	Responding to an allegation about a member of staff	26
24	Students with additional needs	26
25	Students in specific circumstances – private fostering	26
26	Links to additional information about safeguarding issues and forms of abuse	27
	<b>Part 3 Quality Assurance, Learning from Cases and Continuous Improvement</b>	
	Quality Assurance Learning from Cases and Continuous Improvement	29
	Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Review	29
	<b>Appendices</b>	
	<b>Appendix 1: Definitions and indicators of abuse</b>	30
A	Neglect and Affluent Neglect	30
B	Physical abuse	31

<b>C</b>	Sexual abuse	<b>31</b>
<b>D</b>	Sexual exploitation	<b>31</b>
<b>E</b>	Emotional abuse	<b>32</b>
<b>F</b>	Responses from parents	<b>32</b>
<b>G</b>	Children with Disabilities	<b>32</b>
	<b>Appendix 2: Dealing with a disclosure of abuse</b>	<b>36</b>
	<b>Appendix 3: Allegations about a member of staff, governor or volunteer</b>	<b>37</b>
	<b>Appendix 4: Indicators of vulnerability to radicalisation</b>	<b>38</b>
	<b>Appendix 5: Preventing violent extremism - roles and responsibilities (SPOC)</b>	<b>40</b>
	<b>Appendix 6: Emergency Planning and safeguarding</b>	<b>41</b>
	<b>Appendix 7: Contacting the Education Safeguarding Team</b>	<b>43</b>
	<b>Appendix 8: Harmful Sexual Behaviour- Managing concerns</b>	<b>44</b>
	<b>Appendix 9: Low level concerns</b>	<b>48</b>

## Part One: Safeguarding Policy

### 1.0 Introduction

Safeguarding and promoting the welfare of children is defined as

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

#### **Children include everyone under the age of 18.**

*Victoria Specific- This includes young people up to the age of 19 due to their learning disability.*

Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to KCSiE following the enactment of The Education and Training (Welfare of Children) Act 2021.

KCSiE now states that 'college' includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

All information will relate to young people at Victoria college, who are 19-25 with an EHCP due to their complex needs.

*Please refer to KCSiE Part One*

#### **Safeguarding information for all staff**

- *What school staff should know and do- A child centred and coordinated approach to safeguarding*

*This means that our colleges are committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:*

- *Our children/young people have the right to be protected from harm, abuse and neglect*
- *Our children/young people have the right to experience their optimum mental and physical health*
- *Every child/young person has the right to an education and children/young people need to be safe and to feel safe in college. We are confident of this by completing student questionnaires to gain student voice.*
- *Children/young people need support that matches their individual needs, including those who may have experienced abuse*
- *Our children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs*  
*Federation Specific - Due to the communication difficulties of some of the pupils/students, we do this through the learner voice to hear student voice by using AAC (Augmentative and Alternative Communication)*
- *Our children/young people should be encouraged to respect each other's values and support each other by applying British values*
- *Our children/young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our college will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.*
- *Our college will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, bi-phobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.*  
*Federation Specific - As a federation we will monitor and respond to all incidents of bullying or sexual harassment (in all its forms) and report this to trustees.*

*All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse and considering when mental health may become a safeguarding issue.*

*Federation Specific - All visitors will be provided with safeguarding information on arrival and will know who to contact with any safeguarding concerns.*

Colleges will fulfil their local and national responsibilities as laid out in the following documents:

- **Working Together to Safeguard Children (DfE)**
- **Keeping children safe in education 2023 (publishing.service.gov.uk)**
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002 S175**
- **Data protection: The Data Protection Act - GOV.UK (www.gov.uk)**
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**
- **Right Help, Right Time - Birmingham Safeguarding Children Partnership (lscpbirmingham.org.uk)**
- **Multi-agency Statutory Guidance on Female Genital Mutilation**
- **Protecting children from radicalisation: the prevent duty 2021**
- **The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk)**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
- **Searching, Screening and Confiscation (publishing.service.gov.uk)**
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
- **Voyeurism Offences Act 2019**
- **Human Rights Act 1998**
- **Government publication equality act 2010 advice for schools**
- **Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)**
- **Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)**

*In our Federation the following people will take the lead in these areas:*

*Our Data Protection officer is:*  
**Pauline McKenna - Federated**

*Our lead for Mental Health is:*  
**Natalie Roberts - Victoria**  
**Claire Kings - Cherry Oak**  
**Clare Scattergood – Victoria College**

*Our Safeguarding link trustee is:*  
**Sadie Bolton - Federated**

*Our leads for CCE, CSE & Prevent:*  
**Lucy Guppy - Victoria**  
**Ross Ashcroft - Cherry Oak**  
**Clare Scattergood – Victoria College**

*Our leads for FGM are:*  
**Lucy Guppy - Victoria**  
**Claire Kings - Cherry Oak**  
**Clare Scattergood – Victoria College**

<ul style="list-style-type: none"> <li>● <b><u>Safeguarding disabled children - GOV.UK (www.gov.uk)</u></b></li> <li>● <b><u>Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)</u></b></li> <li>● <b><u>Public sector equality duty guidance schools</u></b></li> <li>● <b><u>Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK (www.gov.uk)</u></b></li> </ul>	
<p><b>2.0 Overall aims</b></p> <p>This policy will contribute to the protection and safeguarding of our pupils/students and promote their welfare by:</p> <ul style="list-style-type: none"> <li>● Adopting a Whole col approach to safeguarding</li> <li>● Making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in schools and colleges</li> <li>● Clarifying standards of behaviour for staff and pupils/students.</li> <li>● Contributing to the establishment of a safe, resilient and robust ethos in the college, built on mutual respect and shared values</li> <li>● Introducing appropriate work within the curriculum</li> <li>● Encouraging pupils/students and parents to participate</li> <li>● Alerting staff to the signs and indicators that all may not be well</li> <li>● Developing staff awareness of the causes of abuse</li> <li>● Developing staff awareness of the risks and vulnerabilities their pupils/students face</li> <li>● Addressing concerns at the earliest possible stage</li> <li>● Reducing the potential risks pupils/students face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation</li> <li>● Recognising risk and supporting online safety for students, including in the home</li> </ul>	<p><i>This means that in our college we will:</i></p> <ul style="list-style-type: none"> <li>● <i>Identify and protect all students especially those identified as susceptible students. Federation Specific - All children/ young people are vulnerable due to their need for an EHCP, the DSL's will identify those deemed extremely vulnerable and act accordingly.</i></li> <li>● <i>Identify individual needs as early as possible; gain the voice and lived experience of vulnerable pupils/students and design plans to address those needs through the use of family support, referrals through Family Connect Forms, Early Help Assessments and My Concern</i></li> <li>● <i>Work in partnership with pupils/students, parents/carers and other agencies</i></li> </ul> <p><i>Our policy extends to any establishment our college commissions to deliver education to our pupils/students on our behalf including alternative provision settings.</i></p> <p><i>Our Board of Trustees will ensure that any commissioned agency will reflect the values, philosophy and standards of our college. Confirmation will be sought from the college that appropriate risk assessments are completed and ongoing monitoring is undertaken. Federation Specific - Any outside agency working with children/ young people must provide an up to date DBS and photo identification</i></p>
<p><b>3.0 Guiding Principles</b></p> <p>These are the eight guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in <a href="#">Right Help Right Time</a>); <i>we adopt these, although our process will involve the relevant Adult social care social worker/duty social worker for the local authority for the student in question.</i></p>	<p><i>This means that in our college all staff will be aware of the guidance issued by the student's local authority.</i></p> <p><i>All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style. This includes non-verbal</i></p>



<ul style="list-style-type: none"> <li>• Provide <u>effective</u> help and support as early as possible</li> <li>• Have conversations and listen to young people and their families as <u>early</u> as possible</li> <li>• Understand the student's lived experience</li> <li>• Work <u>collaboratively</u> to improve student's life experience</li> <li>• Be <u>open</u>, honest and transparent with families in our approach</li> <li>• <u>Empower</u> families by working with them</li> <li>• Work in a way that builds on families' <u>strengths</u></li> <li>• Build <u>resilience</u> in families to overcome difficulties</li> </ul>	<p><i>students, for whom appropriate strategies should be identified.</i></p> <p><i>It also means that where early help is appropriate, the designated safeguarding lead/deputy will liaise with other agencies and completing an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.</i></p>
<p><b>4.0 Expectations</b></p> <p>All staff and visitors will:</p> <ul style="list-style-type: none"> <li>• Be familiar with this Safeguarding &amp; Child Protection Policy</li> <li>• Understand their role in relation to safeguarding</li> <li>• Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)</li> <li>• Record concerns and give the record to the DSL or deputy DSL <i>through My Concern, or for visitors who do not have access, complete a Cause for Concern form</i>, and give the record to the DSL or deputy DSL</li> <li>• Deal with disclosures of abuse from students in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible</li> <li>• Be involved, where appropriate, in the implementation of individual college-focused interventions, MDT meetings and involving Adult social care as needed.</li> </ul>	<p><i>This means that in our college:</i></p> <p><i>All staff will receive annual safeguarding training and update briefings as appropriate. <a href="#">Federation specific-A programme of discreet safeguarding CPD sessions will be planned throughout the year.</a></i></p> <p><i>Key staff will undertake more specialist safeguarding training as agreed by the board of Trustees.</i></p> <p><i>In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.</i></p> <p><i>Our trustees will be subjected to an enhanced DBS check.</i></p> <p><i>We will follow Safer Recruitment processes and checks for all staff including online checks.</i></p> <p><i><a href="#">Visiting agency staff will complete a disclaimer form to confirm they have received safeguarding training, they will turn off their mobile phone and they have read the safeguarding information leaflet and know who the DSL's are and how to report any concerns they may have</a></i></p>
<p><b>5.0 The Designated Safeguarding Lead (DSL)</b></p> <ul style="list-style-type: none"> <li>• The <b>lead</b> DSL will be a member of the Senior Leadership Team.</li> <li>• Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.</li> <li>• DSLs should help promote educational outcomes by working closely with teachers about student's welfare, safeguarding and child protection concerns.</li> <li>• Governing bodies, Board of Trustees and proprietors should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.</li> <li>• Safeguarding and child protection information will be dealt within a confidential manner.</li> <li>• The DSL will ensure that the college is clear on parental responsibility for students on roll, and</li> </ul>	<p><i>This means the DSL team in our Federation will be:</i></p> <p><i>Lead:</i>  <b><i>Lucy Guppy - Victoria</i></b>  <b><i>Ross Ashcroft - Cherry Oak</i></b>  <b><i>Clare Scattergood – Victoria College</i></b></p> <p><i>Deputies:</i>  <b><i>Gary Coffey- Victoria &amp; Cherry Oak</i></b>  <b><i>Kate Thompson - Victoria</i></b>  <b><i>Lauren Orchard - Victoria</i></b>  <b><i>Claire Kings - Cherry Oak</i></b>  <b><i>Emma Eaton - Cherry Oak</i></b>  <b><i>Vicky Mawby- Cherry Oak</i></b>  <b><i>Emma Jasper – Victoria College</i></b></p> <p><i>Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL.</i></p> <p><i>Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual student and/or family. A written record will be made</i></p>



<p>report all identified private fostering arrangements to the local authority.</p> <ul style="list-style-type: none"> <li>● Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil/student: the college will not keep family files. Files will be kept for at least the period during which the pupil/student is attending the college, and beyond that in line with current data legislation and guidance.</li> <li>● If a pupil/student moves from our college, child protection and safeguarding records will be forwarded on to the DSL at the new establishment, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two establishments may be necessary</li> <li>● All in-year applications and transfers will also be reported to the local authority.</li> </ul>	<p><i>of what information has been shared, with whom, and when.</i></p> <p><i>Because we use My Concern and store our records electronically we do not hold paper files. Any paper copies are uploaded to My Concern by DSL's or if this is not possible are secured and access restricted to DSL's.</i></p> <p><i>In the event of internet failure all DSL's can access My Concern through work mobile phones.</i></p> <p><b>We will not disclose to a parent any information held on a child/young person if this would put the child/young person at risk of significant harm</b></p> <p><i>We will record where and to whom the records have been passed and the date.</i></p> <p><i>This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child/ young person arrives.</i></p>
<p><b>6.0 Contextual Safeguarding</b></p> <p>Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.</p>	<p><i>DSLs will consider contextual safeguarding and give due regard to the effectiveness of the college safeguarding system within the wider system. This will be evidenced in:</i></p> <ul style="list-style-type: none"> <li>● <i>Informal and formal assessments of need/ risk for the young person</i></li> <li>● <i>Case discussions in DSL supervision sessions – both informal and formal sessions.</i></li> </ul> <p><i>Federation specific – There are half termly Federated DSL sessions held, which provide Lead and Deputy DSLs with an opportunity to discuss contextual safeguarding issues that may arise in the locality and use this as an informal supervision for support.</i></p>
<p><b>7.0 Mental Health</b></p> <p>KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.</p> <p><b>Mental health support</b></p> <p>Additional information has been added to help schools and college prevent and tackle bullying and support pupils/students whose mental health problems manifest themselves in behaviour.</p> <p>Department for Education (DfE) (2017) Preventing bullying. <b><u>Government publication preventing and tackling bullying</u></b></p> <p>Department for Education (DfE) (2018) Mental health and behaviour in schools <b><u>Government publication mental health and behaviour in schools 2</u></b></p> <p><i>The Federation has a team of trained mental health first aiders (for both students and staff) and a working party who are available for advice and support when needed.</i></p>	<p><i>In our college this means that:</i></p> <ul style="list-style-type: none"> <li>● <i>All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation</i></li> <li>● <i>All staff will take immediate action and speak to a DSL if they have a mental health concern about a young person that is also a safeguarding concern</i></li> <li>● <i>We our take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:</i></li> <li>● <b>Prevention:</b> <i>creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole college/federation population, and equipping pupils/students to be resilient so that they can manage the normal stress of life effectively. This will include teaching students about mental wellbeing through the curriculum and reinforcing this teaching through college activities and ethos;</i></li> <li>● <b>Identification:</b> <i>recognising emerging issues as early and accurately as possible;</i></li> </ul>

<p><i>The team is supported by the senior leadership team.</i></p>	<ul style="list-style-type: none"> <li>● <b>Early support:</b> helping students to access evidence based early support and interventions; and</li> <li>● <b>Access to specialist support:</b> working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</li> </ul>
<p><b>7.1 Adverse Childhood Experiences</b>  Federation Specific Section  Adverse Childhood Experiences are stressful or traumatic experiences that can have a huge impact on children and young people throughout their lives.  <a href="#">What are Adverse Childhood Experiences (ACEs)?   WAVE Trust</a></p>	<p><i>In our college this means that:</i></p> <p><i>Staff will periodically receive training on ACEs and will report concerns in the same manner as other safeguarding incidents - Factsheet available for staff containing more information.</i></p>
<p><b>8.0 The Designated Teacher for Looked After and Previously Looked After Children – for the school children within the federation.</b></p> <ul style="list-style-type: none"> <li>● The governing body must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after.</li> <li>● Designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.</li> </ul> <p><b>Promoting the educational outcomes of children with a social worker</b></p> <p><a href="#">Virtual school head role extension to children with a social worker - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>● Children with a social worker may face barriers to education because of complex circumstances</li> <li>● Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.</li> <li>● Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.</li> </ul> <p>Virtual school heads should identify and engage with key professionals such as designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist. to help them to understand the role they have in improving outcomes for children</p>	<p><i>Our schools in the Federation will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education</i></p> <p><i>DSLs will keep the details of the Birmingham Children’s Trust Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.</i></p> <p><i>The Virtual School Head Teacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker.</i></p> <p><i>In our college this means that if we have any students that have previously been in Looked after or are currently living outside of the family home, that a named teacher will be identified to ensure the correct procedures are followed. They will ensure the sharing of information is accurate, permissions are gained from the legally responsible adult and all staff are aware of any additional information required that they need to know to ensure their safety whilst at college</i></p>

**9.0 The Board of Trustees**

The Board of Trustees, Governing bodies and proprietors have strategic responsibility for the schools/colleges safeguarding arrangements and therefore should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote students' welfare:

- The college operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the Board of trustees)
- The Head of College and all other staff who work with children/young people undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record maintained
- Temporary staff and volunteers are made aware of the college's arrangements for safeguarding & child protection and their responsibilities.
- The college remedies any deficiencies or weaknesses brought to its attention without delay
- All trustees will be equipped at the point of induction with the knowledge to provide strategic challenge to assure themselves that the college's safeguarding policy and procedures are effective and deliver a robust whole college approach to safeguarding.
- The Board of trustees has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or trustees that complies with all BSCP procedures.
- The Nominated Trustee is responsible for liaising with the Head of College/DSL over all matters regarding safeguarding and child protection issues. The trustee role is strategic rather than operational – they will not be involved in concerns about individual pupils/students

*In our college this means that:*

*All trustees must read and implement part 2 of 'KCSiE'*

*Federation Specific - All trustees will sign to confirm that they have read and understood KCSiE part 2, trustees are requested to read the whole document by the head of College*

*Our nominated trustee for safeguarding and child protection is:*  
**Sadie Bolton**

*This trustee will receive safeguarding training relevant to the governance role and this will be updated every two years.*

*All our Trustees will receive appropriate safeguarding and child protection (including online) training at induction and on an annual basis thereafter.*

*The board of trustees will review all policies/procedures that relate to safeguarding and child protection annually.*

*The chair – **John Rodway** is nominated to be responsible for liaising with LADO in the event of allegations of abuse being made against the **Executive Head Teacher or Head of College***

*The Nominated Trustee will liaise with the Head of college / DSL to produce a report at least annually for trustees*

*Federation Specific - A Staff letter provides temporary staff and visitors with key information relating to the role, including key safeguarding information*

Board of Trustees, Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1988, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

*This means that in our college:*

- *The Governing Body has an Equality Policy and Single Equality Objectives, which are reviewed annually, as these relate to staff they are adopted by the Trustees.*
- *The Trustees receive regular updates on this area of development and attend appropriate update training, as required.*
- *The Board of Trustees adopts key BCC policies related to equality, inclusion and diversity related to staffing related matters as staff are employed through the school.*

**10.0 Safer recruitment and selection**

The college should follow part 3 of 'Keeping children safe in education' (KCSiE) and pay full regard to 'Safer Recruitment' requirements including but not limited to:

*This means that in our college:*

*The following college staff have undertaken Safer Recruitment training*  
**1. Clare scattergood – Head of College**  
**2. Emma Jasper – Assistant Head of College**

<ul style="list-style-type: none"> <li>• verifying candidates' identity and academic or vocational qualifications</li> <li>• online searches for short listed candidates</li> <li>• obtaining professional and character references</li> <li>• checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,</li> <li>• UK Right to Work</li> <li>• clear enhanced DBS check</li> <li>• any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.</li> </ul> <p>Evidence of these checks must be recorded on the Single Central Record.</p> <p>All recruitment materials will include reference to the college's commitment to safeguarding and promoting the wellbeing of students.</p>	<p><i>And in addition, across the federation the following school staff have undertaken Safer Recruitment training:</i></p> <ol style="list-style-type: none"> <li>1. <b>Gary Coffey - Executive Head Teacher</b></li> <li>2. <b>Lucy Guppy - Head of School</b></li> <li>3. <b>Stephanie White - Assistant Head</b></li> <li>4. <b>Natalie Roberts - Assistant Head</b></li> <li>5. <b>Lauren Orchard - Assistant Head</b></li> <li>6. <b>Sarah Trueman-Jones – HR Assistant</b></li> </ol> <ol style="list-style-type: none"> <li>1. <b>Clare Broadbelt - Federated HR Manager</b></li> <li>2. <b>Pauline McKenna – Federated Director of Support Services</b></li> <li>3. <b>Tracey Anderson – Federated Finance Manager</b></li> </ol> <ol style="list-style-type: none"> <li>1. <b>Ross Ashcroft - Head Teacher</b></li> <li>2. <b>Claire Kings - Strategic Pastoral Care Manager</b></li> <li>3. <b>Emma Eaton - Assistant Head</b></li> <li>4. <b>Jacqui Hanna-Jones - Senior manager</b></li> <li>5. <b>Louise Wood - Key Stage Manager</b></li> <li>6. <b>Anne Cody - Office Manager</b></li> <li>7. <b>Tyra Brasenell – HR/Finance Assistant</b></li> </ol> <p><i>This training is updated every 4 years.</i></p> <p><i>The following members of the governing body have also been trained:</i></p> <ol style="list-style-type: none"> <li>1. <b>Clare Mills</b></li> <li>2. <b>Sadie Bolton</b></li> <li>3. <b>Gill Hill</b></li> <li>4. <b>Ann Ellis</b></li> </ol> <p><i>The following member of the Board of Trustees has also been trained:</i></p> <ol style="list-style-type: none"> <li>1. <b>Sadie Bolton</b></li> </ol> <p><i>One of these staff members will be involved in all staff recruitment processes and sit on the recruitment panel.</i></p> <p><i>College will inform candidates that due diligence checks will be undertaken before appointment to the Federation - this includes online searches.</i></p>
<p><b>10.1 Induction</b></p> <p>All staff must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.</p> <p><b>10.2 Staff support</b></p> <ul style="list-style-type: none"> <li>• Regular safeguarding supervision will be offered to the <a href="#">team of DSL's</a> within college</li> <li>• Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the college.</li> </ul>	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> <li>• <i>The Safeguarding &amp; Child Protection policy</i></li> <li>• <i>The Behaviour Policy</i></li> <li>• <i>The Staff Behaviour Policy (Code of Conduct)</i></li> <li>• <i>Whistleblowing Policy</i></li> <li>• <i>The safeguarding response to students who go missing from education</i></li> <li>• <i>The role of the DSL (including the identity of the DSL and any deputies)</i></li> </ul> <p><i>Staff are expected to have read all of these before they commence work at the Federation.</i></p> <p><i>Copies of policies and a copy of part one of KSCIE is provided to staff at induction. Federation Specific – the college intranet will also hold a copy of all relevant policies and useful additional information.</i></p>



<ul style="list-style-type: none"> <li>• DSLs will be supported to access training as appropriate including training in behaviour and mental health.</li> <li>• All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team.</li> </ul>	<p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</i></p>
<p><b>11.0 The use of reasonable force</b></p> <p>There are circumstances when it is appropriate for staff in college to use reasonable force to safeguard children and young people.</p> <p>The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children/young people.</p> <p>This can range from guiding a child/young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child/young person needs to be restrained to prevent violence or injury.</p> <p>'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.</p> <p>Government advice for 'Use of Reasonable Force in Schools' is available <a href="#">here</a>.</p>	<p><i>This means in our college:</i></p> <p><i>By planning positive and proactive behaviour support through de-escalation, the occurrence of challenging behaviour and the need to use reasonable force will reduce.</i></p> <p><i>We will write individual risk reduction behaviour plans for our more vulnerable children/ young people and agree them with parents and carers.</i></p> <p><i>We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students.</i></p> <p><i>When using reasonable force in response to risks presented by incidents involving children/ young people including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.</i></p> <p><i>Federation Specific - All episodes of physical restraint (including reasonable force) must be recorded and reported to a member of SLT.</i></p> <p><i>The college has a policy for contact and intimate care as both are required for our students.</i></p>
<p><b>12.0 The college's role in the prevention of abuse</b></p> <p>This Safeguarding &amp; Child Protection Policy cannot be separated from the general ethos of the college, which should ensure that students:</p> <ul style="list-style-type: none"> <li>• are treated with respect and dignity</li> <li>• are taught to treat each other with respect</li> <li>• feel safe</li> <li>• have a voice and are listened to</li> </ul> <p>Safeguarding issues, including online safety, child on child abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.</p>	<p><i>This means that in our college:</i></p> <p><i>All staff will be made aware of our college's unauthorised absence and missing from education procedures.</i></p> <p><i>We will provide opportunities throughout the curriculum for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.</i></p> <p><i>All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Manual Handling, Positive Behaviour, will be inter-linked to ensure a whole college approach.</i></p> <p><i>We recognise the particular vulnerability of young people who have a social worker.</i></p>
<p><b>12.1 Online Safety</b> Federation Specific</p> <p><i>It means protecting young people from 4 main areas of risk:</i></p> <ul style="list-style-type: none"> <li>• <b>1. Content:</b> <i>being exposed to illegal, inappropriate or harmful material online (e.g. pornography, fake news, racist or offensive</i></li> </ul>	<p><i>This means that in our college:</i></p> <p><i>The curriculum at all settings has been written to ensure they meet the needs of pupils and learners.</i></p> <p><i>All staff will receive online safety training and regular updates to continue to provide them with relevant skills and knowledge to safeguard children effectively.</i></p>

<p><i>views, radical or extremist views, underage apps or gaming)</i></p> <ul style="list-style-type: none"> <li>• <b>2. Contact:</b> <i>being the victim of harmful interactions online, whether between children or by adults (e.g. bullying, grooming, aggressive advertising, pressure to spend money)</i></li> <li>• <b>3. Conduct:</b> <i>behaving in a way online that causes harm or increases the likelihood of it (e.g. bullying others, making, sending or receiving explicit images, sexually harassing others)</i></li> <li>• <b>4. Commerce:</b> <i>risks like online gambling, inappropriate advertising, phishing or financial scams</i></li> </ul> <p><b><u><a href="http://www.gov.uk">Teaching online safety in schools - GOV.UK (www.gov.uk)</a></u></b></p>	
<p><b>13.0 What we will do when we are concerned – Early Help response</b></p> <p>Where unmet needs have been identified for a child/ young person utilising the <b>Right Help Right Time</b> (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.</p> <p>The child/young person’s voice must remain paramount within a solution focused practice framework.</p> <p>The primary assessment document is <b><u><a href="#">the Early Help Assessment (EHA)</a></u></b>.</p> <p>If a social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, <b><u>seeking advice from Children’s Advice and Support Service (CASS) as required/Adult Social care Services</u></b></p> <p>The DSL will then oversee the agreed intervention from college as part of the multi-agency safeguarding response and ongoing college-focused support.</p>	<p><b><u>Right Help Right Time</u></b></p> <p><i>All staff will notice and listen to children and young people, sharing their concerns with the DSL in the federated system of reporting.</i></p> <p><i>Safeguarding leads will assess, plan, do and review plans.</i></p> <p><i>Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.</i></p> <p><i>The DSL will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.</i></p> <p><i>In our college, although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.</i></p> <p><i>Federation Specific - Members of staff who have private arrangements whereby they provide care for children / young people outside of college have a duty of care to report concerns to CASS. The Federation require all employed staff to complete an annual Declaration of Pecuniary Interest form, which will list any relevant links.</i></p>
<p><b>14.0 Safeguarding students who are vulnerable to radicalisation</b></p> <p>From 1<sup>st</sup> July 2015, all colleges are subject to the Prevent Duty and must have ‘due regard to the need to prevent people being drawn into terrorism’ (section 26, Counter Terrorism and Security Act 2015)</p> <p>The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children, young people and</p>	<p><i>This means that in our college:</i></p> <p><i>We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society’s values.</i></p> <p><i>Pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.</i></p>



<p>families vulnerable to future manipulation and exploitation.</p> <p><b>Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.</b></p>	<p><i>Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.</i></p> <p><i>The Federation has a Prevent policy and updated risk assessment, which outlines the local risks to children and young people and their families. All staff will complete online government Prevent training on an annual basis.</i></p>
<p><b>14.1 Risk reduction</b></p> <p>The trustees, Head of College and the DSL will assess the level of risk within the college and put actions in place to reduce that risk. Risk assessment may include consideration of the college’s curriculum, SEND policy, the use of college premises by external agencies, integration of pupils/students by gender and SEN, anti-bullying policy and other issues specific to the colleges profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our college. An example of this can be found <a href="#">here</a>:</p> <p>The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5</p> <p>The college will monitor online activity within the college to ensure that inappropriate sites are not accessed by pupils/students or staff.</p> <p>The college has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).</p>	<p><i>We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting young people from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our college’s safeguarding duty.</i></p> <p><i>The SPOCs for the federation are:</i>  <i>Name:</i>  <b>Gary Coffey - Victoria</b>  <b>Ross Ashcroft - Cherry Oak</b>  <b>Clare Scattergood -Victoria College</b></p> <p><i>All staff within our college will be alert to changes in a child/young person’s behaviour or attitude which could indicate that they are in need of help or protection.</i></p> <p><i>We will use specialist online monitoring software, which in this college is called <b>SMOOTHWALL</b>. This will be monitored by the Head of College/Executive Headteacher. All staff are responsible for ensuring that children/young people are not accessing inappropriate online materials.</i></p> <p><i>The DSL’s in college will complete additional Prevent training in relation to referrals and Channel, refreshing their knowledge each year or more frequently if required.</i></p>
<p><b>14.2 Channel</b></p> <p>Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:</p> <ul style="list-style-type: none"> <li>• Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;</li> <li>• Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and</li> <li>• Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.</li> </ul> <p>Further guidance about duties relating to the risk of radicalisation is available in the Advice for Colleges on <b>The Prevent Duty</b>.</p>	<p><i>Our college will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.</i></p> <p><i>Our college has a “no platform” policy.</i></p>

<p><b>14.3 Online Monitoring and Filtering</b></p> <p>Schools and colleges should provide a safe environment when online. Filtering and monitoring are both important parts of safeguarding students and staff from potentially harmful and inappropriate online material. Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems.</p> <p>The documents we refer to are:  <a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a></p> <p><a href="#">Appropriate Filtering and Monitoring - UK Safer Internet Centre</a></p>	<p><b>Sadie Bolton is the nominated trustee for online monitoring and filtering.</b></p> <p><i>We will use specialist online monitoring software, which in this college is called Smoothwall. For filtering we use RM Broadband - SafetyNet. The DSL and IT technicians are responsible for the oversight and maintenance of these systems. These systems monitor and filter all fixed devices, iPads and networks in the Federation.</i></p> <p><i>We will identify and assign:</i></p> <ul style="list-style-type: none"> <li>• a member of the senior leadership team (who is also a DSL) and</li> <li>• a trustee</li> </ul> <p><i>They are responsible for ensuring standards are met and will oversee reports produced from monitoring and filtering. Information will be shared at termly safeguarding meetings.</i></p> <p><i>Staff will understand their role in online monitoring and filtering and are appropriately trained. They will follow policies, processes and procedures and act on reports and concerns. Student educational needs and disabilities will be considered when doing this.</i></p> <p><i>The SLT/DSL will take lead responsibility for safeguarding and online safety, which includes overseeing and acting on:</i></p> <ul style="list-style-type: none"> <li>filtering and monitoring reports</li> <li>safeguarding concerns</li> <li>checks to filtering and monitoring systems.</li> </ul> <p><i>All DSL's will have a good understanding and knowledge of the DFE '<a href="#">Meeting Digital and Technology Standards in Schools and Colleges</a>'.</i></p> <p><i>The college internet provider - is listed on the IWF (Internet Watch Foundation) list.</i></p>
<p><b>15.0 Pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage)</b></p> <p><i>So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family or community. This may include female genital mutilation, forced marriage, and practices such as breast ironing.</i></p> <p><i>All forms of so-called 'honour-based' violence are abuse.</i></p> <p><b>With effect from October 2015, all colleges are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under (Victoria College– 25 or</b></p>	<p><i>This means that in our college we ensure:</i></p> <p><i>Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.</i></p> <p><i>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</i></p> <ul style="list-style-type: none"> <li>• Forced marriage (may be referred to as child marriage)</li> <li>• FGM</li> <li>• Honour based abuse</li> <li>• Trafficking</li> <li>• <a href="#">Modern Day Slavery</a></li> <li>• <a href="#">Criminal exploitation and gang affiliation (County Lines)</a></li> <li>• <a href="#">Faith Based Abuse</a></li> <li>• <a href="#">Hate crimes</a></li> </ul>

under), that teacher has a statutory duty to report it to the Police. [mandatory reporting duty](#)

Failure to report such cases will result in disciplinary action.

The teacher will also discuss the situation with the DSL who will consult LADO before a decision is made as to whether the mandatory reporting duty applies.

As of February 2023 it is now illegal for anyone under the age of 18 to marry or enter into a civil partnership, even where violence, threats or another form of coercion are not used.

*FGM is the total or partial removal of the external female genitalia for non-medical reasons. It is usually carried out by female relatives or 'friends' of the family. There are 4 types of the procedure:*

1. Clitoridectomy
2. Excision
3. Infibulation
4. All other procedures.

*It is illegal and is a violation of human rights in most countries including the UK.*

### **15.1 Gender-based violence**

#### *Federation Specific Section*

*Gender based violence is violence that is directed against a person on the basis of gender. It is mostly inflicted by men on women and girls. Types of gender-based violence include: domestic violence; rape and sexual assault; stalking; human trafficking and modern slavery; female genital mutilation (FGM); forced marriage; and so-called 'honour'-based violence.*

### **15.2 Forced Marriage**

#### *Federation Specific Section*

*Forced 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 form of coercion is used to cause a person to enter into a marriage. It is entirely separate to arranged marriage. It is human rights abuse and is a form of domestic abuse. When the person who is to get married is aged under 18, doing anything to make them marry is a crime - it doesn't have to be pressure.*

*Factors which may increase the risk of forced marriage:*

- *bereavement in the family, especially of the father*
- *older siblings refusing to marry thus pressuring the family to marry one of their children*
- *disclosure of sexual abuse*
- *a child disclosing to be LGBTQ+*
- *a child who has SEND*

### **15.3 Modern Day Slavery and Trafficking**

#### *Federation Specific Section*

*Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.*

*Staff will be vigilant to:*

- *students talking about a special ceremony or holiday*
- *Families taking long trips abroad*
- *The student being from one of the 'at risk' communities- Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities.*
- *Knowledge that a student's sibling has undergone FGM*
- *Student communicating/ talking about going abroad to be 'cut' or to be prepared for marriage*

#### **The right to choose: government guidance on forced marriage - GOV.UK ([www.gov.uk](http://www.gov.uk))**

*Some of our students are dependent on adults for personal / intimate care and that we recognise that those staff supporting this, need to be vigilant on being aware of signs of FGM. Staff will know who to report this too and will have annual refresher training to support them in the role.*

*Staff will be alert to signs or indicators of:*

- *self-harm or suicidal acts/comments*
- *running away from home*
- *a history of police intervention with the family*
- *FGM*
- *anxious behaviour about an upcoming holiday*
- *being watched by siblings or older cousins*
- *the sudden announcement of an engagement*

*This means that in our college we will:*

*Respond to any concerns that modern day slavery is taking place under the same reporting procedures as other concerns. College will notify the national crime agency*

<p><i>Modern slavery is a crime and a violation of fundamental human rights. It takes various forms, such as slavery, servitude, forced and compulsory labour and human trafficking, all of which have in common the deprivation of a person's liberty by another in order to exploit them for personal or commercial gain.</i></p>	
<p><b>16.0 Children Who are “Absent from Education”</b></p> <p>A student going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance, student absent from education and students missing from education will be coordinated with safeguarding interventions. <i>Federation Specific - Attendance is monitored through the family support teams and patterns are identified and DSL's act accordingly.</i></p> <p>The college (regardless of designation) will notify the local authority and ESFA of any student who is to be deleted from the admission</p>	<p><i>This means that in our college we will:</i></p> <p><i>Hold two or more emergency contact numbers for each student.</i></p> <p><i>Ensure all our attendance work liaises closely with the DSL.</i></p> <p><i>Adapt our attendance monitoring on an individual basis to ensure the safety of each young person at our college.</i> <i>Federation Specific - Details of how we monitor attendance can be found in the Attendance Policy</i></p> <p><i>Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered ‘missing’ and act accordingly- including providing early intervention where needed.</i></p> <p><i>We will refer to the CME policy and act accordingly. The college will amend the ILR accordingly when a student has not attended for more than a four week period, either with a temporary absence or removal. The college completes data for local authorities as requested, regarding attendance. Each local authority has their preferred method.</i></p>
<p><b>16.1 Homelessness</b> <i>Federation Specific Section</i></p> <p><i>Being homeless doesn't just mean living on the streets. It also includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Living in temporary accommodation like a bed and breakfast</i></li> <li>• <i>Staying with family or friends temporarily</i></li> </ul> <p><i>A student's whole family might be homeless, or the student alone might be homeless and living independently from their parents/carers, for example after being excluded from the family home.</i></p> <p><i>Being homeless or at risk of being homeless presents a real risk to a young person's welfare. Indicators that a family may be at risk of homelessness include;</i></p> <ul style="list-style-type: none"> <li>• <i>Household debt</i></li> <li>• <i>Rent arrears</i></li> <li>• <i>Domestic abuse</i></li> <li>• <i>Anti-social behaviour</i></li> </ul>	<p><i>This means that in our college we will:</i></p> <p><i>Students who are at risk of, or who's family have become homeless, will be supported through normal safeguarding referral procedures in conjunction with adult services.</i></p> <p><i>Where deemed appropriate the college will facilitate support through the Local Housing Authority in order to support a family who find themselves in the situation.</i></p>
<p><b>16.2 Child Abduction</b> <i>Federation Specific Section</i></p>	<p><i>This means that our college will:</i></p> <p><i>Concern will be raised with the DSL immediately.</i></p>



<p><i>Child abduction is the act of taking a child away from their family, carer or person who has lawful control of the child without consent or lawful justification. Abduction can happen when a child is taken away, sent away or detained.</i></p> <p><i>Child abduction can be committed by parents or other family members; by people known but not related to the victim, such as neighbours, friends and acquaintances; and by strangers.</i></p> <p><i>Whilst not wishing to distress or frighten children and young people it must be ensured that they are made aware of dangers in appropriate ways.</i></p> <p><i>College staff must also be aware that it is not always strangers who attempt abduction and should be vigilant when releasing children and young people to those who collect them after/during college times.</i></p> <p><i>High quality RPSHE which includes; exploration of what a 'stranger' is and when they might be helpful/harmful; strategies for avoiding abduction i.e. run, yell, tell, resisting 'lures'; staying safe out and about; online safety; what to do when lost; how/who to ask for help.</i></p> <p><i>Providing opportunities for students to develop resilience and fostering the development of protective factors and behaviours (i.e. listening to what your body is telling you when something feels wrong, no problem is too big, small or awful to be shared with a trusted adult) are key for all young people.</i></p>	<p><i>The concern is reported according to college procedure and 999 is dialled if the concern is an emergency or otherwise 101 is used to report the incident.</i></p> <p><i>When contact is made with the police the DSL will ask what further action they need to take, i.e. notifying the young person's parents or writing a report.</i></p> <p><i>The college reports the incident to the local authority and supplies the crime number if necessary and the name of the officer they are liaising with.</i></p> <p><i>The college reporting the incident decides, in partnership with the police, what the post incident response will be to reassure students and parents/carers.</i></p> <p><i>College decides what information will be shared with their parents/carers – based on safeguarding knowledge and incident.</i></p> <p><i>All paperwork to do with the incident is stored securely on My Concern.</i></p> <p><i>If a parent does not have parental responsibility they will not be permitted to collect students from college without consent.</i></p>
<p><b>16.3 Young People in Court</b> <i>Federation Specific Section</i></p> <p><i>Students are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.</i></p>	<p><i>When students are required to give evidence in court, we will use the available guides signposted in KCSiE to support students.</i></p>
<p><b>16.4 Students with family members in prison</b> <i>Federation specific section</i></p> <p><i>Students with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. This is recognised as one of the ten ACES.</i></p>	<p><i>This means that in our college we will:</i></p> <p><i>Support for pupils/young people and families can be sought from the <a href="#">National information centre on children of offenders</a></i></p>
<p><b>17.0 Child on child abuse</b></p> <p>The KCSiE guidance requires that additional information about <u>child on child</u> abuse should be included in schools' and colleges' child protection policies, including para; 156-bulletpoint 6 "a statement which makes clear there should be a zero-tolerance approach to abuse,"</p> <p>It is important that schools and colleges can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse,</p>	<p><i>This means that in our college:</i></p> <p><i>All staff will receive training on child on child abuse.</i></p> <p><i>We will adopt the 'whole college approach' to tackling sexism.</i></p> <p><i>We fully understand that even if there are no reports of child on child abuse in college it may be happening. As such all our staff and young people are supported to:</i></p> <ul style="list-style-type: none"> <li><i>• be alert to child on child abuse (including sexual harassment);</i></li> </ul>

sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.

Paragraph 465 of KCSiE includes links that may be useful to schools and colleges when dealing with sexual violence and sexual harassment including when it occurs online.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other students. In some cases, a student who is perceived by other students to be LGBT (whether they are or not) can be just as vulnerable as students who identify as LGBT.

The college's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.

Colleges should recognise the impact of sexual violence and the fact children/young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

### Youth Produced Imagery

#### *Federation Specific*

*Youth Produced Imagery is known by several different names, including:*

- *Sharing nudes/semi nudes (this language is used in Keeping Children Safe in Education)*
- *Sexting (though this can sometimes relate to the text accompanying the image or sending sexual messages without any images)*

- *understand how the college views and responds to child on child abuse*
- *stay safe and be confident that reports of such abuse will be taken seriously.*

*We will ensure that young people have access to a trusted adult with whom they can be open within a safe space where they can share their concerns. We will help them to understand that the law on child on child abuse is there to protect them rather than criminalise them*

*We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up".*

*We will recognise that "child on child abuse" can occur between and across different age ranges.*

*We will follow both national and local guidance and policies to support any young people subject to child on child abuse.*

*We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in colleges.*

*We will work with statutory safeguarding partners to implement local arrangements for Early Help Assessment and ensure our DSL is familiar with the process.*

*In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance [Safeguarding-guidance/children who abuse others including child on child abuse harmful sexual behaviour](#) to enable provision of effective support to any child/young person affected by this type of abuse.*

*Federation Specific- We will use resources found on the NSPCC website to support staff in responding to incidents of sexualised behaviour.*

### Youth Produced Imagery

*The college will address youth produced imagery in the curriculum*

- *Body image*
- *What healthy relationships look like*
- *The law with online safety*

*We will refer to the government advice on how to manage incidents of sharing nudes.*

#### **Staff WILL NOT:**

- *View, copy or share the image in any way (this includes emailing DSL's the image)*
- *Delete the image*



	<p><i>Staff WILL:</i></p> <ul style="list-style-type: none"> <li>• <i>Inform DSL's immediately</i></li> </ul> <p><i>Bullying comes under the heading of child-on-child abuse.</i></p>
<p><b>18.0 Criminal exploitation (CCE)</b></p> <p>Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person into sexual or criminal activity.</p> <p>This means that in our college we will:</p> <p>Notice and listen to children/young people showing signs of being drawn in to antisocial or criminal behaviour, use the risk assessment screening tool and government guidance to support our referrals.</p>	<p><i>This means that in our college we will:</i></p> <p><i>Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)</i>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf</a></p> <p><i>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our college.</i></p>
<p><b>18.1 County Lines</b>  <i>Federation Specific Section</i></p> <p><i>County lines is when a young person is groomed by a criminal gang, then exploited to transport drugs and money from one area (county) to another – usually from an urban location to a rural or coastal one.</i></p> <p><i>The young person may be trafficked to the gang's 'trap houses' miles away from home, to find 'customers', deal with rival gangs and sell drugs</i></p> <p><i>To the gang, the young person is an expendable commodity. They're likely to face violence and sexual exploitation</i></p> <p><i>The 'line' refers to the phone line that the gang uses for selling drugs</i></p>	<p><i>This means that in our college our staff will be vigilant in recognising potential signs of students being involved in this activity.</i></p> <p><i>Some of the following can be indicators of Child Criminal Exploitation:</i></p> <ul style="list-style-type: none"> <li>• <i>Students who appear with unexplained gifts or new possessions</i></li> <li>• <i>Students who associate with other young people involved in exploitation</i></li> <li>• <i>Students who suffer from changes in emotional well-being</i></li> <li>• <i>Students who misuse drugs and alcohol</i></li> <li>• <i>Students who go missing for periods of time or regularly come home late</i></li> <li>• <i>Students who regularly miss education or do not take part in education.</i></li> </ul>
<p><b>18.2 Gangs and Youth Violence</b>  <i>Federation Specific Section</i></p> <p><i>Definition of a gang</i>  <i>A gang is a relatively durable, predominantly street-based group of young people who see themselves (and are seen by others) as a discernible group and engage in a range of criminal activity and violence. They may also identify with or lay claim over territory, have some form of identifying structure feature, and/or are in conflict with other, similar gangs</i></p>	<p><i>This means that in our college we will:</i></p> <p><b><i>Create an environment based on equality and informed choice</i></b> – provide information to allow students to make informed choices.</p> <p><b><i>Check young people have safe relationships</i></b> – in their family, with their peers and with staff.</p> <p><b><i>Contextual approach</i></b> – be aware of the risks to children and young people in the local area in relation to gangs and youth violence.</p>
<p><b>19.0 Domestic Abuse</b></p> <p>KCSiE states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Young people can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.</p>	<p><i>This means that in our schools we will:</i></p> <p><i>Sign up to Operation Encompass to receive notices of domestic abuse and swiftly act to support the child.</i></p> <p><i>Schools have signed up to receive Operation Encompass notifications. Members of SLT have been trained as identified key adults to receive and respond to calls/emails.</i></p>

	<p><i>Utilise the Birmingham Approach to Relationships and Health Education in Primary Schools</i></p> <p><i>This means that in our college we will:</i></p> <p><i>Consequently, when students come to college from local schools this information will be shared through the information included in their safeguarding files. As a college student, any concerns will be raised with the adult social care team for the student in question.</i></p>
<p><b>19.1 Drugs and Substance Misuse</b> <i>Federation Specific section</i> <i>We are referring to alcohol, tobacco, illegal drugs such as cannabis or cocaine, medicines like opioid-based painkillers, new psychoactive substances or 'legal-highs' and solvents. The term 'controlled drugs' means illegal drugs and some prescription medication that can cause harm if not used properly, like morphine.</i></p>	<p><i>This means that in our college we will:</i></p> <p><i>Be alert to the potential need for Early Help for students or family members who are misusing drugs or alcohol.</i></p> <p><i>Refer any concerns in the appropriate way..</i></p>
<p><b>19.2 Fabricated Induced Illness</b> <i>Federation specific section</i> <i>This is a form of abuse where a parent or carer causes, invents or exaggerates symptoms of illness in their child or deliberately causes symptoms of illness in their child. This has been previously known as 'Munchausen's Syndrome By Proxy'</i></p>	<p><i>This means that in our college we will:</i></p> <p><i>We will not confront parents/carers directly as it is unlikely they will admit to any wrongdoing and it may give them the opportunity to dispose of any evidence of abuse.</i></p> <p><i>Refer any concerns in the appropriate way</i></p>
<p><b>19.3 Misogyny and Incel Groups (Including Online Misogyny)</b> <i>Federation specific section</i> <i>Misogyny is hatred of prejudice against women, typically exhibited by men. This hatred may be in person or online, including an Incel Group. Incel is a shortened version of involuntary celibate. The term involuntary celibate was seen as a person who "had not had sex for some time, despite trying". At its most basic, the Incel world view appears to be based in our deep-rooted survival of the fittest ideals, namely that there are alpha males and females (known as Chads and Staceys) representing the top tier, with a majority of men in the middle tier (known as Normies) and then an exclusive minority group of males in the bottom tier who are the Incels. This world view suggests that women are not only genetically inferior to men but are solely driven by an inherent sexual desire to mate with males who they see as genetically superior to them. This naturally then leads to the view that those in the bottom tier (the Incels) will automatically be excluded by any woman. Many of those following the Incel ideology report having additional needs when younger which appear to have been unsupported but which had a significant impact on their emotional development and perceived place in society. This has then developed into feelings of ostracisation and rejection by others, which further compounds their worldview.</i></p>	<p><i>This means that in our college we will:</i></p> <p><i>Challenge any misogynistic behaviour and ensure all stakeholders know that this behaviour will not be tolerated in college</i></p> <p><i>Students who display misogynistic behaviour will be supported to understand why it is not acceptable through support from the pastoral team.</i></p> <p><i>We will follow relevant policies and procedures across the Federation to reduce instances of misogynistic behaviours and attitudes and address any concerns that may be raised if identified as linking to Incel Groups or activity. This will include the use of the Prevent Policy and referral process.</i></p> <p><i>We will regularly review the RPSHE curriculum to ensure that this is reflective of the risks and teaching students appropriate content. Frequent staff training will underpin their knowledge of this, so that they can feel confident to challenge views and refer onto a DSL, if needed. We will continue to be mindful of the context of the settings in the Federation, including the websites that our students might access – both in and out of college. Our filtering and monitoring software and procedures will support this too.</i></p>

	Concerns can be raised through the My Concern system at the earliest opportunity and the DSL will link with local support groups, if required.
<b>19.4 Upskirting</b> <i>Federation specific section</i> <i>The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act came into force on 12.04.2019. Upskirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence.</i>	<i>This means that in our college we will:</i>  <i>Manage incidents of up skirting in the same manner as harmful sexualised behaviour.</i>  <i>Staff will follow the same guidelines and procedures for reporting Upskirting as with Youth Produced Imagery and must ensure that they do not view, distribute or delete any images that they may be aware of.</i>

## Part Two: Key procedures

### Responding to concerns about a student

Our Lead DSL(s) is Clare Scattergood  
 Our safeguarding trustee is **Sadie Bolton**

**CONCERN ABOUT A STUDENT:**  
 Speak to Designated Safeguarding Lead (DSL) if urgent.  
 Record on My Concern  
 MY CONCERN - All DSLs have internet access on work mobiles which can be accessed in the event of internet failure.

**DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)**

- Consider discussing concerns with parent/carers and seek consent where appropriate.
- Contact Adult social care for the correct local authority -

**At any point consider seeking advice:**

Adult Social Care for the relevant local authority  
 In case of emergency phone police on 999  
 Record on My Concern.  
 Speak to designated safeguarding lead if urgent.

Birmingham Adult Social Care [Adult social care | Birmingham City Council](#) 01213031234  
Dudley Adult Social Care [Dudley Social Services for Adults | Dudley Council](#) 03005550055  
Worcestershire Adult Social Care [Safeguarding and concerns about an adult | Worcestershire County Council](#) 01905768053  
Wolverhampton Adult Social Care [Report adult abuse | City Of Wolverhampton Council](#) 01902551199

Record on Electronic recording system or in writing on Notice of Concern Form. Speak to designated safeguarding lead if urgent.

**Always do something if you have a concern**

Record on Electronic recording system or in writing on Notice of Concern Form. Speak to designated safeguarding lead if urgent.

## 20.0 Involving parents/carers

20.1 In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the college will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the young person.

20.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through college website. [Paper copies are available upon request.](#)

## 21.0 Multi-agency work

21.1 We work in partnership with other agencies in line with **Right Help Right Time** to promote the best interests of our young people and keep them as a top priority in all decisions and actions that affect them. Our college will, where necessary, liaise with other agencies and make requests for support from adult social care from the appropriate local authority. These requests will be made by the DSL. Where the young person already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

21.2 When invited, the DSL will participate in a MDT strategy meeting, usually by conference phone, adding college-held data and intelligence to the discussion so that the best interests of the young person are met.

21.3 We will co-operate with any child protection enquiries conducted by any relevant local authority adult social care teams or other professionals: the college will ensure representation at appropriate inter-agency meetings such as Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

21.4 We will provide reports as required for these meetings. If the college is unable to attend, a written report will be sent and shared with the relevant social care representative at least 24 hours prior to the meeting and will plan for DSL cover during holiday periods.

21.5 Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the college will contribute to the preparation, implementation and review of the plan as appropriate.

## 22.0 Our role in supporting students

22.1 Our college staff will offer appropriate support to individual students who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation.

- 22.2 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the college community through a multi-agency risk assessment. Within our college we will ensure that the needs of young people who abuse others will be considered separately from the needs of their victims.
- 22.3 We will ensure that the college works in partnership with parents/carers and other agencies as appropriate.

### **23.0 Responding to an allegation about a member of staff including supply teachers, other staff, volunteers and contractors- See Appendix 8**

While staff are still employed by the school and Birmingham City Council then the processes will remain the same.

See also Birmingham Safeguarding Children Partnership procedures on **allegations against staff and volunteers**.

- 23.1 This procedure must be used in any case in which it is alleged that a member of staff, Governor, trustee, visiting professional or volunteer has:
- Behaved in a way that has harmed a child/young person or may have harmed a child/young person;
  - Possibly committed a criminal offence against or related to a child/young person; or
  - Behaved in a way that indicates s/he may not be suitable to work with children/young people.
  - Behaved towards a student or students in a way that indicated s/he may pose a risk of harm to children/vulnerable young people.
  - Behaved, **in a way that indicates they may not be suitable to work with children.**
- 23.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in college to abuse pupils/students. In our college we also recognise that concerns may be apparent before an allegation is made.
- 23.3 The college's low-level concerns policy provides a clear procedure for sharing confidentially, such concerns.
- 23.4 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 23.4.1 Allegations or concerns about staff, colleagues and visitors (recognising that colleges hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Executive Headteacher/Headteacher who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.
- 23.4.2 If the concern relates to the Executive Headteacher/Headteacher/Head of College, it must be reported immediately to the Chair of the Governing Body and Chair of trustees, who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.
- 23.4.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

[Federation Specific - The Federation uses Confide - an online reporting system for reporting and recording concerns about staff members. This is monitored by the Executive Headteacher/Headteacher.](#)

### **24.0 Students with additional needs**

- 24.1 Our college recognises that all pupils/students have a right to be safe. Some pupils/students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- [Federation Specific - Systems to support student communication \(AAC\) will be put in place to support students in making disclosures. College will support other professionals who need to work alongside students to ensure strategies used are effective and the voice of the young person is captured.](#)



24.2 When the college is considering excluding, either for a suspension or permanently, a vulnerable student or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct a holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body.

## 25.0 Students in specific circumstances

### 25.1 Private Fostering

25.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

25.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step-parent.

25.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a college away from their home area.

25.1.4 There is a mandatory duty on the college to inform Adult Social Care of a private fostering arrangement. They then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

## 26.0 Links to additional information about safeguarding issues and forms of abuse

26.1 Staff who work directly with children/young people, and their leadership team should refer to this information

26.2 Guidance on children in specific circumstances found in Annex A of KCSiE (latest version) and additional resources as listed below:

Issue	Guidance	Source
Abuse	<p><a href="#">Safeguarding guidance - abuse linked to faith or belief</a></p> <p><a href="#">Safeguarding Guidance Domestic Violence and Abuse</a></p> <p><a href="#">Safeguarding guidance - neglect</a></p> <p><a href="#">Children who abuse others   West Midlands Safeguarding Children Link 74Group</a></p>	West Midlands Safeguarding Children Procedures
Bullying and Child on child abuse	<p><a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a></p> <p><a href="http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#">http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</a></p>	West Midlands Safeguarding Children Procedures



Children and the Courts	<a href="#">Young witness booklet age 5-11</a> <a href="#">Young witness booklet age 12-17</a>	Ministry of Justice (MoJ) advice
Missing from Education, Home or Care	<a href="#">Children missing from care home and education</a> <a href="#">Regional safeguarding guidance children missing education</a> <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<a href="#">Family members in prison</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	<a href="#">PSYCHOACTIVE SUBSTANCES   policeandschools.org.uk</a> <a href="#">ALCOHOL   policeandschools.org.uk</a> <a href="#">West Midlands Procedures Children with Substance Misusing Parents</a>	Birmingham Police and Schools Panels
Domestic Abuse	<a href="#">West Midlands Procedures Domestic Violence and Abuse</a> <a href="#">www.operationencompass.org</a>	West Midlands Safeguarding Children Procedures
Child Exploitation	<a href="#">West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking</a> <a href="#">Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance (2018)</a>	West Midlands Safeguarding Children Procedures  WMP, BCSP, BCT
Homelessness	<a href="#">Government Homelessness publication</a>	HCLG
Health & Wellbeing	<a href="#">Self-harm and suicide procedures</a>	West Midlands Safeguarding Children Procedures
Online	<a href="#">Searching, screening and confiscation (policeandschools.org.uk)</a> <a href="#">Online safety: Children exposed to abuse through digital media   West Midlands Safeguarding Children Group</a>  <a href="#">Teaching online safety in school</a>	Birmingham Police and Schools Panels  West Midlands Safeguarding Children Procedures  DfE
Private Fostering	<a href="#">Information about private fostering and how to report</a>	BCC
Radicalisation	<a href="#">Safeguarding children and young people against radicalisation and violence</a>	West Midlands Safeguarding Children Procedures
Violence	<a href="#">Safeguarding guidance on sexually active children and young people</a> <a href="#">HSB School guidance</a>	West Midlands Safeguarding Children Procedures

	<p><a href="#">Children who pose a risk to children</a></p> <p><a href="#">SECONDARY MENU   policeandschools.org.uk</a></p> <p><a href="#">Children affected by gang activity and youth violence</a></p> <p><a href="#">Violence against women and girls</a></p> <p><a href="#">Honour-based violence   West Midlands Safeguarding Children Group</a></p>	<p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools Panels</p>
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### Part 3: Quality Assurance, Learning from Cases and Continuous Improvement

<p><b>Quality assurance</b></p> <p>Quality assurance is about assessing the quality of the work we undertake in safeguarding Children and young people and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.</p> <ul style="list-style-type: none"> <li>• This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through s.175/157 audits and related governance and challenge arrangements.</li> <li>• Ensuring that the safeguarding data colleges generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7).</li> </ul> <p>The BSCP has recommended that “in reviewing the safeguarding data safeguarding governors and governors should be given reports detailing the number of early help interventions in college and multi-agency early help interventions, the number of requests for support being made and the number being accepted.”</p>	<p><i>This means that in our college:</i></p> <p><i>We will contribute quality data to inform multi-agency audits and practice reviews.</i></p> <p><i>We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.</i></p> <p><i>Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:</i></p> <ol style="list-style-type: none"> <li><i>1. How many did we do? (Numbers)</i></li> <li><i>2. How well did we do it? (Whole college; File and themed audits, partner agency, student/parent feedback)</i></li> <li><i>3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)</i></li> <li><i>4. Is anyone better off? (Impact)</i></li> </ol>
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<p><b>Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews</b></p> <p>We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.</p> <p>We will collaborate with Birmingham Safeguarding Children Partnership to share information.</p>	<p><i>This means that in our college:</i></p> <p><i>Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.</i></p> <p><i>Where a case is relevant to our college, we will ensure that we fully support Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.</i></p>
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# Appendices

## Appendix 1

### Definitions and indicators of abuse

#### a. Neglect

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

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor college attendance or often late for college
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The young person is regularly not collected or received from college
- The young person is left at home alone or with inappropriate carers

#### Affluent Neglect

Neglect can happen in any community, even in affluent neighbourhoods. Affluent neglect is characterised by emotional distance, lack of supervision, and material indulgence. Neglect in affluent families is made more complex because of differing values.

Affluent parents have a more relaxed attitude to drug use, sexual activity and sexuality, and as a consequence their young person is exposed to more risks. Typically, it is thought that some affluent parents are often emotionally disconnected from their young person because they work very long hours, which means that their young person are often left alone, or with a range of paid carers. Affluent parents often do not spend enough quality time with their children and put excessive pressure on their children to be high achievers. This can lead to psychological and emotional problems for the children in adulthood.

Affluent neglect is often hard to spot because of our own unconscious bias. Wealthy and privileged families may not appear disadvantaged in the traditional sense; they may not struggle with poverty, homelessness, or lack of access to food and health care.

There are several things you can look for that may indicate a young person is being neglected:

- Withdrawing from social activities or appearing isolated
- Acting out in college or at home
- Struggling with drug or alcohol abuse
- Engaging in risky behaviours
- Having difficulty forming attachments

- Showing little empathy for others

## **b. Physical abuse**

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 young person.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

## **c. Sexual abuse**

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 young person is aware of what is happening. The activities may involve physical contact, including assault by rape and/or penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving young person in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

## **d. Sexual exploitation**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and county lines)

#### **e. Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The young person consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

#### **f. Responses from parents/carers**

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the young person is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the young person
- Unrealistic expectations or constant complaints about the young person
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the young person from home; or
- Violence between adults in the household
- Evidence of coercion and control.

## **g. Children with Disabilities.**

It is recognised that children and young adults with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs.

### **Why are disabled children at greater risk of abuse?**

There are several factors that contribute to disabled children and young people being at a greater risk of abuse.

### **Empowering our Learners**

Social attitudes and assumptions about disability can have an impact on children's self-confidence.

Getting to know a child or young person with SEND and finding the best way to communicate with them is a positive way of building a child's self-esteem. This can show the child that there is someone they can trust and communicate with and help them feel confident about letting someone know if they experience something that makes them feel uncomfortable.

### **Help empower Learners with SEND by:**

- providing them with communication support and opportunities to express themselves
- helping them to build a supportive relationship with a trusted person
- consulting them on their views and wishes about their life and care in order to meet their needs
- providing accessible education on topics such as keeping safe, sex and relationships and online safety (NSPCC programmes "stay safe, speak out" and the O2 online safety programme)
- providing information in accessible formats
- providing opportunities for peer support and social activities
- giving them opportunities to express themselves creatively through activities like art and music
- giving them access to advocacy services (Malachi, Advocacy Matters)

### **Communication barriers**

Adults may not have the knowledge and skills to communicate non-verbally with a child/young person with communication difficulties, which can make it harder for the young person to share their thoughts and feelings.

Communicating solely with parents or carers may pose a risk if the young person is being abused by their parent or carer.

It can be difficult to teach messages about what abuse is or how to keep safe to young people with communication needs.

Without this knowledge young people may not recognise that they are being abused or won't know how to describe what's happening to them.

Some learners can even have no capacity to communicate at the level required to express themselves around any safeguarding issues or concerns. Staff will need to be very vigilant and observe any changes that could be a sign of abuse or neglect.

### **Changes could be:**

- The way the learner feels (sad, redrawn, agitated, scared, etc)
- The way they present (injuries, clothes, hygiene, etc)
- Their behaviour (not as usual, aggressive, new inappropriate touch, etc)
- Eating habits (Not eating anymore or very hungry)
- Third party account (parents, siblings, other professionals, etc)
- Parental engagement (attendance to meetings, consultations with specialist and medical, lack of communication)



## **Misunderstanding the signs of abuse**

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a young person's disability.

A young person experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a young person's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.

Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled Young person. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

## **Lack of understanding on staying safe**

Personal safety programmes and relationships and sex education (RSE) are not always made accessible to young people with SEND. This can be for a number of reasons:

- parents and professionals may think young people with learning disabilities shouldn't have relationships or sex
- sex and relationships education may not be taught in a way that makes sense to young people with learning disabilities.

## **Increased isolation**

Disabled young people may have less contact with other people than non-disabled young people because they have:

- fewer out of college opportunities than their peers
- fewer opportunities for spontaneous fun with friends
- difficulty finding out about accessible events/places

## **Dependency on others**

- Young people with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a them.
- If a young person is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.
- Caring for a young person with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a young person being abused or neglected.

## **Inadequate support**

- It can be difficult for any young person who has experienced abuse to get the support they need, but disabled young people may face extra problems.
- Disabled young people are less likely to tell someone about experiencing abuse and more likely to delay telling someone than their non-disabled peers
- Some adults may not focus on a disabled person's views.
- If abuse is reported to the police and/or social care, the response may be affected if professionals lack skills or experience in working with disabled young people.

When working with young people with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant young person such as the shin, maybe of concern on a non-mobile young person
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint

- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a young person's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a young person's finances; or
- Inappropriate invasive procedures.

## Appendix 2

### Dealing with a disclosure of abuse

When a student tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure them. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the young person. Assure her/him that you will try to help but let them know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Young people very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell them that it is not her/his fault.
- Encourage them to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the young person is trying to tell you.
- Praise the young person for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell them that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that they may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the young person again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the young person's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

### NB

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Staff should be aware that young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

### Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to the relevant social care team without delay, by the Head of College, DSL or in exceptional circumstances by the staff member who has raised the concern.

People making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head of College. .

## Appendix 3

### Allegations about a member of staff, governor, trustee or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
  - **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children/young people's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
For example, sexualised behaviour towards students, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
  - **Neglect**  
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
  - **Spiritual Abuse**  
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a student makes an allegation about a member of staff, Governor visitor or volunteer the Head of College must be informed immediately. ***THIS SHOULD NOT BE DISCUSSED WITH ANY OTHER MEMBER OF STAFF.*** The Head of College must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head of College should not carry out the investigation him/herself or interview students. However, they should ensure that all investigations including for supply staff are completed appropriately.
3. The Head Teacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify Birmingham Children's Trust Designated Officer (LADO) Team<sup>1</sup> (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student. These should be addressed through the college's own internal procedures.
  - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the student's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Head Teacher then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the West Midlands Child protection procedures.

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<sup>1</sup> In other authorities the LADO service is referred to as the Position of Trust Team (POT)

## Appendix 4

### Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2023 as:  
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. Extremism is defined by the government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts;  
or
  - Foster hatred which might lead to inter-community violence in the UK.
4. KCSiE 2023 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that college staff can recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - **Identity crisis** - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
  - **Personal crisis** - the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
  - **Personal circumstances** - migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
  - **Unmet aspirations** - the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
  - **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
  - **Special educational need** - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters
  - Family members convicted of a terrorism act or subject to a Channel intervention
  - Accessing violent extremist websites, especially those with a social networking element

- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.



## Appendix 5

### Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for **Victoria College** is **Clare Scattergood** who is responsible for:

- Ensuring that staff of the college are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of college in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the college's curriculum policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the college about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the college for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel<sup>2</sup> process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

## Appendix 6

[Emergency planning and response for education, childcare, and children's social care settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

### Security-related incidents in schools and colleges

A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment.

### Vulnerable Children and Young People

In all circumstances, **vulnerable children** and young people should be prioritised for continued face-to-face education and childcare. Colleges must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

Keeping children safe in education

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106521/keeping-children-safe-in-education-2023.pdf)

Working together to safeguard children - GOV.UK (www.gov.uk)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Early years foundation stage (EYFS) statutory framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

### Safeguarding Partners and designated safeguarding leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2023), and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

**Remote Education: keeping children safe online** - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be

more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Guide for parents and carers child online safety** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

## **Appendix 7**

### **Contacting the Education Safeguarding Team**

For queries, concerns or questions around:

- The adult social care team for the local authority in which the student resides can be contacted. In some cases, adult students will have a named social worker, but if not, the duty social worker can be contacted.
- The details for each local authority are on page 24.

## Appendix 8

### **HSB Child on Child Abuse Sexual Harm, Violence and/or Sexual Harassment**

Sexual harm, violence and sexual harassment can occur between two children/young people of any age or gender; this can either be a group of young people sexually assaulting or sexually harassing a single person or group of young people. We recognise that this behaviour can take place in a school or any setting where students are together.

The impact of this behaviour on students can be very distressing having an impact on academic achievement and their emotional health & wellbeing.

All behaviour takes place on a spectrum. Understanding where a student's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a college therefore, we may use the Hackett's Continuum.

<https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf>

In some cases, we will also use the AIM model 2016 (Carson). These are nationally recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

We may also use 'In-College' Risk HSB Management Plan depending on the outcomes of assessing risk in each individual case.

#### **Using tools like this will help us:**

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in students;
- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a student in the college.

#### **Action following a report of Sexual Harm, Violence and/or Sexual Harassment**

We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident through MY Concern.

We will speak to the student to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

We will speak to the student/s who has been targeted to establish the impact on them of the behaviour. How the other student/s managed to get in a position to carry out the behaviour, how they are feeling about the other student now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.



We will contact the parents/carers of those involved and share the information.

**Following an incident, we will consider:**

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the students involved;
- The developmental stages of the students involved;
- Any power imbalance between the students concerned. For example, is the alleged abuser 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;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or college staff; or other related issues in the wider context?

**Whilst the college establishes the facts of the case:**

- The alleged abuser will be removed from any classes or areas they share with the victim;
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on college premises, including transport to and from the college;
- We will use the recommended In College HSB Risk Management Plan if assessed as appropriate;
- We will use a Victim Support Plan.

These actions are in the best interests of the students involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

**Responding to an incident/disclosure**

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of college e.g. on college transport, off site during lunchtimes, or in the local community involving one or more of our students; we will investigate and take action around the conduct of the student/s. We will also consider if we should notify the police if we believe an offence may have been committed.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the college; we will use our procedures as set out by the college's child protection and safeguarding policy, and the procedures as set out by the local Children's Safeguarding Partnership. This will mean a referral to the police and a referral to Children's' Social Care Services.

**All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.**

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving peers. This will include racism and racist bullying. We will inform parents/carers of this.

Our records will show what actions have been taken and any outcomes. We will produce these for an OFSTED inspection if requested and we will also demonstrate how we have tackled any of these incidents to prevent recurrence.

### **Reporting**

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence may have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Adult Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the student/s concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support.

We may also decide that some involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a student following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This college acknowledges that an Early Help Assessment can be useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

### **Sanctions**

We will consider the sanctions available to use as college in reference to our Behaviour Policy and Disciplinary Policy.

We recognise disciplinary actions rarely resolve issues of child on child abuse and this college will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any student, other students, parents and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

### **The Role of Trustees**

The Chair of Trustees/ Link Safeguarding Trustee will need to be aware of the complexities when an incident or incidents come to light, and when staff in the college are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

We know that as a college, the Chair of Trustees and Link Safeguarding Trustee will also need to consider that they may be approached by members of staff who are angry or anxious about students with sexual behaviours. In addition, we will also consider that there may be occasions where colleges also feel pressures from external sources e.g. the local community and the media.

It is important that we as those trustees are informed and can help with a consistent approach and policy on such matters, and we recognise trustees should use any examples to help inform the colleges future practice, ethos, reviewing any policy or procedure in light of this.

### **Multi-Agency Working**

This college will work with our partners and agencies; Adult Social Care, the Police, Youth Offending Service, Health, Educational Psychologist's and Forward-Thinking Birmingham.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the college and in our local community.

### **Prevention and Training**

The Federation of Cherry Oak, Victoria College and Victoria School is always working hard to create a culture where child on child abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the college and in a college day, including travelling to and from college.

We will ensure that all our students know who to talk to, how to receive advice and help within the college. We will be able to signpost students to relevant local and national helplines and websites.

### **Management of the Policy**

We will ensure all our staff, governors, trustees and volunteers are trained in the awareness and response to all forms of bullying, all forms of child on child abuse, and including any local issues and concerns in the wider context (Contextual Safeguarding).

In addition, we will ensure all our staff, governors, trustees and volunteers are aware of this appendix and the supporting guidance, in order that they are clear regarding their role and responsibilities.

## Appendix 9

### Raising Staff Concerns (including low-level)

#### Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt'.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with students
- Having favourites
- Taking photographs of students on their mobile phone
- Engaging with a student on a one-to-one basis in a secluded area or behind a closed door
- Humiliating students

#### Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of KCSIE 2022.
- Empowering staff to self-refer. It enables a potentially difficult issue to be addressed at the earliest opportunity
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Staff training is updated regularly so knowledge is up to date and relevant and staff know how they should be behaving
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the college's safeguarding system
- Staff model the college values to help keep students safe. It also protects adults from potential false allegations or misunderstandings.
- Staff sign to say they have read and have understood the colleges Whistle Blowing policy.

Staff do not need to be able to determine in each case whether the behaviour in question constitutes a low-level concern, or if it may meet the harm threshold. Once staff share what they believe to be a low-level concern, that determination should be made by the Executive Headteacher/Headteacher.

#### Responding to low-level concerns

If the concern is raised via a third party, the Executive Headteacher/Headteacher/Head of College will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

All low-level concerns will be responded to in a sensitive and proportionate way. The Executive Headteacher/Headteacher/head of College will use the information collected to categorise the type of

behaviour and determine any further action, in line with the college's code of conduct policy. The Executive Headteacher/Headteacher/Head of College will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

All information will be stored on Confide, only the Executive Headteacher /Headteacher/Head of College will have access to the information.

### **Record Keeping**

All low-level concerns will be recorded online in writing through Confide. In the event of Confide being unavailable, paper copies of reporting forms are available to record the same information. These may be used by staff in the Federation who are based at a different site.

In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the college

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.