

Policy/Procedure Name: Safeguarding Policy
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Role Responsible: Designated Safeguarding Lead
Approved By: Full Governing Body

1.0 Safeguarding Policy Statement

Brooklands College holds as one of its highest priorities the health, safety and welfare of all children, young people and vulnerable adults involved in courses or activities which come under the responsibility of the College. The College has a statutory and moral duty to commit to practices that protect children, young people and vulnerable adults from abuse, neglect or significant harm.

This policy applies to all governors, staff and students (including apprentices) enrolled at Brooklands College, including sub-contractors and work placements that offer qualifications on behalf of the College, regardless of race, gender, disability, religion, age or sexual orientation.

2.0 Safeguarding Policy: Introduction

Brooklands College has a statutory and moral duty to safeguard the welfare of children and vulnerable adults receiving education and training delivered by the College.

The College's policy is that safeguarding of both students and staff will be central to all its work. This covers all matters connected with students and staff having a safe learning and/or working environment, ensuring that they know how to keep themselves safe and that they feel safe. It pays particular regard to the welfare of young people under the age of 18 and to that of vulnerable adults.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015.

The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2019 (KCSIE), and Children's Safeguarding Partnership (CSP) Procedures.

The Governing body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our college to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

In accordance with The Children Act 1989 and 2004, throughout this policy, where reference is made to 'children and young people', this term is used to mean those under the age of 18. The Children Act 2004 also includes young people under 21 who have a learning or other disability or who have been looked after by a local authority after the age of 16. Further to this, the College recognises that some adults are also vulnerable to abuse and these are referred to as a 'vulnerable adult' which is defined as someone 18 years of age or over who is or may need to receive community care services by reason of mental health or other disability, age or illness and who may be unable to take care of themselves or protect themselves against significant harm or exploitation.

Guidance and documents referred to in this policy – see appendix 3

The purpose of this document is to outline the policy and procedures for safeguarding children and vulnerable adults at the College and aims to:

- Provide an environment in which students feel safe, secure, valued, respected and feel confident to approach adults if they are experiencing difficulties, believing they will be effectively listened to.

- Promote safe practices and challenge poor and unsafe practice, ensuring staff receive adequate training and supervision.
- Raise awareness of all staff to identify instances in which there are grounds for concern about the welfare of a child or vulnerable adult and take action to ensure safety.
- Develop a culture in which both learners and staff are aware of the actions they need to take to become and remain safe.
- Safe recruitment of staff, taking appropriate action to prevent unsuitable people from working with children, young people and vulnerable adults

3.0 Statutory Responsibilities and Background

There are a number of statutory regulations, which place a responsibility on the College to Protect young people and vulnerable adults. This statutory framework includes:

- The Children Act 2004, which is fundamental to professionals working with children and young people in the UK.
- The Protection of Children Act 1999 requires employers to carry out DBS checks before employees are allowed to come into contact with children
- The Education Act 2002 including the Keeping Children Safe in Education 2019 requires that governing bodies of FE providers have a statutory duty to make arrangements to safeguard and promote the welfare of children and young people.
- The Sexual Offences Act 2003 makes it is an offence for a person over 18 (e.g. a lecturer or other member of staff) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.
- The Safeguarding Vulnerable Groups Act 2006 which sets out the type of activity in relation to children and vulnerable adults for which employers and individuals will be subject.
- Working Together to Safeguard Children 2018;
- Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance 2015; Guidance for safer working practice for those working in education settings 2015

In addition, Ofsted inspectors make a judgement on procedures for safeguarding students meeting current government requirements. They comment on policy, procedures, vetting and training.

The responsibility for protecting children does not rest with any one agency as Education, Children's Services, NSPCC, Police, Health Service, Probation Service and the Armed Services are all involved in child protection. Brooklands College acknowledges that it is not the College's role to investigate whether abuse has taken place as only Children's Services, the Police and NSPCC have the statutory powers. The College does recognise, however, that children have the right to be protected from harm and that it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take necessary actions.

4.0 Scope

This policy and its procedures apply to all staff and students at the college (including those who are Brooklands College students learning off site)

5.0 Safeguarding Policy

The College will:

- Adopt a student-centred approach
- Have a preventative approach to safeguarding children, young people and vulnerable adults from potential harm or damage.
- Take all appropriate actions to address concerns about the welfare of a young person, child or vulnerable adult.
- Adhere to agreed local policies and procedures in full partnership with other local agencies.
- Plan, implement, monitor and review policies and procedures to ensure that the maximum is done to provide a safe environment for children, young people and vulnerable adults in

the College.

- Take all reasonable measures to ensure that risks of harm to the welfare of young people, children or vulnerable adults is minimised
- Complete thorough assessments and risk management
- Ensure that relevant Health and Safety procedures are in place
- Take safeguarding into account during staff selection, recruitment, induction, supervision and training
- Create and promote a safe and open work culture
- Provide a framework and procedure which all staff will follow to report and deal with abuse

5.1 Roles and Responsibilities

All members of staff have a duty to ensure the welfare of the child, young person or vulnerable adult is the primary consideration above all others and to report safeguarding concerns, including suspected or alleged abuse, to a designated Safeguarding Officer. All those working at Brooklands College must be familiar with, and follow, the College's procedures and protocols for promoting and safeguarding the welfare of children in the College and know who to contact to express concerns about a young person's welfare.

It is everyone's responsibility to:

- Recognise
- Respond
- Report
- Record
- Refer

All College Staff will:

- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Understand that it everyone's responsibility to safeguard and promote the welfare of children and that they have a statutory role to play in identifying concerns, sharing information and taking prompt action
- Read Keeping Children Safe in Education 2019, part 1
- Be aware of 'what abuse is and the indicators (appendix 2)
- Know how to respond to a student who discloses abuse and maintain appropriate confidentiality but will never promise a student that they will not tell anyone about a report of abuse
- Support the Safeguarding Team, social workers and other agencies following a referral
- Be aware of systems within the college which support safeguarding, which is explained as part of staff induction and attend update training offered during CPD
- Know who the DSL and Safeguarding Officers are

5.2 Radicalisation/Extremism (Prevent)

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies to have "due regard to the need to prevent people from being drawn into terrorism". As a College, we are included as one of these bodies. This is known as the Prevent Duty.

All College staff have a legal responsibility under the Prevent Duty to make sure that they:

- Have undertaken training in the Prevent Duty (either on line or face to face) as identified by their leaders and managers .
- Are aware of when it is appropriate to refer Prevent related concerns about students, learners or colleagues to the Prevent officer. In the case of Brooklands College, any concerns should be

- raised with the DSL or in their absence a member of SLT.
- Exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice.

All Brooklands College staff must be aware of the potential dangers which are presented to students by adults who may appear to be offering opportunities for work or personal development to students by approaching the College with offers of work placements or live projects. Care must be taken to ensure that appropriate checks, including DBS checks, references and safeguarding measures are in place before such links are encouraged.

A Safeguarding Team of staff with responsibility for Safeguarding ensures currency of practice. The team comprises:

- Designated Safeguarding and Prevent Lead (DSL)
- Safeguarding Officers – Directors of Curriculum (DoC) and Heads of English, Maths and ESOL and Progression Mentors (PMs)
- College counsellor

The Safeguarding Team will take the lead on managing and raising awareness of safeguarding issues including, but not limited to, Child Protection, Radicalisation/Extremism, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Mental Health Issues, Female Genital Mutilation, Forced Marriage, Honour-Based Abuse, Bullying/Cyber-Bullying and Radicalisation/Extremism. It will meet to review policies and procedures, share best practice and concerns, and offer peer supervision to ensure that learners are being kept as safe as possible, this team will meet regularly.

An accurate record of any safeguarding and child protection referral, complaint or concern (even where that concern does not lead to a referral) will be kept on a central Safeguarding Log, which is accessible only by the Safeguarding Team. The College Governing Body will receive reports which reviews how the duties have been discharged and to ensure that the College is meeting its statutory requirements.

5.3 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and has a key duty for raising awareness across all staff of issues relating to the welfare of children, young people and vulnerable adults learning within the College. The post holder is required to have training in safeguarding issues and inter-agency working, and receive refresher training every 2 years

The DSL will:

- Have an "it could happen here" approach to safeguarding.
Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children
- Oversee the referral of cases of suspected abuse or allegations to the relevant investigating agencies
- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Multi-Agency Partnership (MAP), and act as a point of contact and support for College staff. Requests for support should be made securely by email to csmash@surreycc.gov.uk using the [Request for Support Form](#) urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).
- Report and manage concerns that a young person may be at risk of radicalisation or involvement in terrorism, following the [Prevent referral process](#) and use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk. Including referrals to the Channel panel. If the matter is urgent then Police must be contacted by dialling 999. In

cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

- Provide advice and support to other staff on issues relating to safeguarding
 - Maintain a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral)
 - Ensure that parents of children, young people and vulnerable adults within the College are aware of the College's safeguarding policy

Safeguarding Officers (DoC, Heads and PMs)

Safeguarding Officers are based at each College campus and across all departments/areas. These designated staff:

- Report, in relation to Safeguarding issues, to the member of staff with lead responsibility (DSL)
- Have received additional training in safeguarding and how to manage safeguarding concerns and incidents
- Know how to make an appropriate referral
- Are available to provide advice and support to staff on issues relating to safeguarding
- Are available to listen to children, young people and vulnerable adults studying with the College

College counsellor

The counsellor works across all campuses, they

- Report to the member of staff with lead responsibility (DSL)
- Have received additional training in safeguarding and how to manage safeguarding concerns and incidents
- Know how to make an appropriate referral
- Are available to provide advice and support to staff on issues relating to safeguarding
- Are available to listen to children, young people and vulnerable adults studying with the College
- Provide individual counselling sessions for students who are experiencing personal difficulties and work with them in according to the BSACP Ethical Framework.

5.4 Where a Safeguarding issue is identified – see appendix 1

All safeguarding concerns should be reported to one of the College Safeguarding Officers

What is Child Abuse and the Indicators? – see appendix 4

Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.

Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the person disclosing is the overriding concern. The degree of confidentiality will be governed by the need to protect those concerned. The child, young person or vulnerable adult should be informed at the earliest possible stage of the disclosure that the information will be passed on. All conversations regarding a child should always be held in private. The College complies with the requirements of the Data Protection Act 1998 and General Data Protection Regulations, which are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. which allows for disclosure of personal data where this is necessary to protect the vital interests of a child or vulnerable adult. In all cases the main restrictions on disclosure of information are:

- Common law duty of confidence
- Human Rights Act 1998

- Data Protection Act 1998
- In general, legislation does not prevent sharing of information if:-
 - those likely to be affected consent
 - the public interest in safeguarding the child or vulnerable adults welfare overrides
 - the need to keep the information confidential
 - disclosure is required under court order or other legal obligation

Whatever happens, the child, young person or vulnerable should be dealt with openly and honestly if the case is to be moved forward.

5.5 Safe Practice for Staff

From time to time staff may encounter young people who display attention seeking behaviour or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but ensure that their behaviour cannot be misinterpreted. In these circumstances, the member of staff should also ensure that a Safeguarding Officer or DSL is aware of the situation and who will ensure it is logged on the Safeguarding log (confidentially).

It is a criminal offence for a person in a position of trust to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis for their relationship is consensual. A relationship of trust exists where a member of staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

5.6 Staff Recruitment

The College is committed to a policy of responsible recruitment, which includes procedures for obtaining DBS checks for new employees. The senior member of staff responsible for recruitment and training needs of staff is the HR Manager. This member of staff is responsible for ensuring that all DBS checks are undertaken, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance), and a single central record is kept for audit.

We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

5.7 Staff Training

New staff must complete safeguarding training as part of their induction as well as reading 'Keeping Children Safe in Education part 1', the Safeguarding Policy, the Staff Code of Conduct and the College Safeguarding Procedures Booklet. Staff will receive a minimum of annual Safeguarding updates and regular refresher training in Safeguarding, as well as specialist training where appropriate e.g. Prevent training.

5.8 For Cases Involving Allegations against a Member of Staff- see appendix 2

Any suspicion, allegation or actual abuse of a child by a member of staff must be reported the Principal. If the Principal is not contactable, the matter must be reported directly to the Safeguarding Lead and Prevent Lead (DSL)

5.9 Whistleblowing

The College encourages workers to raise genuine concerns about suspected wrongdoing at the College at the earliest practicable stage. Staff who are unhappy with the way a safeguarding concern or incident has been managed should first contact the Lead for Safeguarding (DSL) or follow the procedures for managing concerns internally as per the Whistleblowing Policy. However, if you have been through the College's procedures and are still unhappy with the outcome, you can contact the NSPCC's Whistleblowing Advice Line on 0800 028 0285.

6.0 Related Policies/Documents

- Anti-bullying Policy Student Disciplinary Policy
- Recruitment Policy
- Staff Disciplinary Procedure
- Code of Conduct
- Whistleblowing Policy

Appendix 1

Where a Safeguarding issue is identified

Recording Information

All safeguarding concerns should be reported to one of the College Safeguarding Officers. This could either be by completing a Safeguarding Incident or Concern Form and sending this to a Safeguarding Officer (PMs and cc'd to DoCs or Heads) or for more urgent or uncertain issues, speaking with the Safeguarding Officer. The Safeguarding Officer should gather and record details of the concern by either speaking with the referrer and/or the student(s) involved. Promises of confidentiality should not be made as it may be necessary to inform others of the situation, particularly if there is a risk of harm to anyone or a risk of a serious crime or terrorist offence being committed.

Information should be written in the referrer or student's own words and leading questions should not be asked. Care must be taken in asking or interpreting responses to questions about incidents as this could have an effect on the evidence, which is put forward if there are any subsequent legal proceedings. Copies of reports, information, etc., should be kept securely locked at all times.

A full written record should be made immediately on the Safeguarding Incident or Concern Form, clearly indicating actions by the staff member and or the Safeguarding Officer. The form must have a date, time and signature (of the person completing the form) on it. Completed referral forms are sent to PM and cc'd to the DoC or Heads, once actioned the PM, DoC or Head will send it to the safeguarding@brooklands.ac.uk and PMs will against curriculum areas assign curriculum specific CASE NUMBERS; for confidentiality, case numbers are used as a point of reference for further communications including 'high risk student assessments'. Each case file generates a front sheet that records a timeline of events and is updated with each action undertaken by the Safeguarding Officers and or the Safeguarding Lead (DSL).

For child protection incidents, the form should include:

- The date.
- The time.
- The place where the alleged abuse happened
- The name of the complainant and, where different, the name of the child.
- Who has allegedly been abuse
- The nature of the alleged abuse
- A description and diagram of any injuries observed
- The account which has been given of the allegation.
- The account of the action taken by the staff member involved
- Name and signature of staff making the written record
- Name of others present, both at the interview with the student and, if known, at the time of the alleged abuse

Any Safeguarding incidents which happen out of hours should be referred to the 'On call Managers' or the Principal. In an emergency, out of hours, contact the Police. For an out of hours child protection concern, call the Single point of Access (SPA) Emergency Duty Team (EDT) 01483 517898

For an out of hours PREVENT concern call the Police on 101.

If any out of hours referrals are made please email these to Safeguarding@Brooklands.ac.uk.

Next Steps

Taking into account all the information available and their training, the Safeguarding Officer or DSL will decide on the next steps, which may include taking no further action. Where it is decided that further action is necessary, this may be to:

- Seek further advice from Surrey Childrens' Single Point of Access (SPA) 0300 470 9100
- Make a referral/ request for support to Surrey Childrens' Single Point of Access (SPA) 0300 470 9100
- Report the incident to a designated Social Worker (if allocated)
- Seek further advice from DSL, or another Safeguarding Officer or NSPCC
- Report the matter to the police if a crime is suspected (101 or 999)
- Report any Prevent related incidents or concerns to the DSL
- Keep the member(s) of staff who raised the concerns informed of the progress/ outcome of the case where possible

If the decision is taken to make an external referral to the SPA, Police or Prevent related:

- Keep a written record of the date and time of the report and of the name/position of the person to whom the report was made
- Discuss with referrer what action, if any, will be taken to inform the parents/carers of the student.
- Make a note of the conversation, sign and date it
- Maintain communications about the referral to ascertain what steps they will be taking and keep the student and staff member informed
- Refer the student(s) and staff involved to the PMs, DoCs, Heads or DSL for support, if required
- Notify the DSL immediately that a suspected child protection case has been reported and keep informed of progress
- PREVENT referrals to be made by DSL
- Pass a copy of the report and any other relevant material to the Lead for Safeguarding to file securely
- Staff may be asked for information about the student(s) or the incident while an assessment is being carried out. This should be managed by a Safeguarding Officer. Safeguarding Officers may need to attend social care meetings and reviews to follow up referrals, however this will usually be carried out by the Lead for Safeguarding.

If a Brooklands College apprentice or trainee discloses information, or there is a suspicion of abuse whilst in the workplace, the relevant member of Brooklands College staff should follow the College's Safeguarding Policy and Procedure in the same way as for a full time student.

Appendix 2

For Cases Involving Allegations against a Member of Staff

On being notified of any such matter the Principal or DSL must take the following steps:

- Take such steps as s/he considers necessary to ensure the safety of the student in question and any other student who may be at risk
- Ensure that a report of the matter is completed by the person who reported the original concern immediately
- Will contact the LADO on 0300123 1650 option 3, *Email: LADO@surreycc.gov.uk* immediately and before taking any action or investigation.
- In liaison with the LADO, the College will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to
- DSL will inform Principal of any incidents and actions taken (if not aware)
- If an allegation has been made against the Principal, contact the Safeguarding Lead or the Chair of Governors.

On being notified of the allegation the Principal will take into account:

- The seriousness of the allegation
- The risk of harm to the student concerned or to other students
- The possibility of tampering with evidence
- The interests of the member of staff concerned and the College
- Advice of the LADO

The Principal will then decide on the appropriate action(s) from the following options:

- Take no action and exonerate the member of staff
- If there is sufficient evidence to warrant an investigation, to conduct such an investigation in accordance with the procedure in the College Staff Disciplinary Policy and Procedure
- To suspend the member of staff immediately since the substance of the evidence/ the nature of the allegation is sufficient to make this desirable in the interest of the protection of students and/or staff

In all cases of accusations against staff, the member of staff will be offered access to appropriate support.

Where it is subsequently found that an allegation was made with malice and aforethought, the College may wish to invoke disciplinary procedures against the accuser.

In the event of a police investigation being undertaken, the member of staff will be suspended and any internal investigation and/or disciplinary action may be postponed pending the outcome of the external investigation.

Appendix 3

Guidance and documents referred to in this policy

- Children's Safeguarding Partnership protocols, guidance and procedures
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2019 (KCSIE)
- Disqualification under the Childcare Act 2006 (updated 2019)

- FGM Act 2003 Mandatory Reporting Guidance 2016
- 'What to do if you are worried a child is being abused' 2015
- Information Sharing Advice for Practitioners' guidance 2018
- SCC Children Missing Education
- SCC Touch and the use of physical intervention when working with children and young people
- The Equality Act 2010

Further advice on safeguarding and child protection is available from:

- Surrey County Council Education Safeguarding Team
- NSPCC: <http://www.nspcc.org.uk/>
- ChildLine: <http://www.childline.org.uk/pages/home.aspx>
- CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>
- Safer Internet Centre <http://www.saferinternet.org.uk/>
- Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>

Appendix 4

What is Child Abuse and the Indicators?

What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the [Children's Safeguarding Partnership Levels of Need Threshold Document](#).

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

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 child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in

the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Neglect is a difficult form of abuse to recognize and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Indicators of neglect

Physical indicators of neglect

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

Behavioural indicators of neglect

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

Emotional abuse

The nature of emotional abuse.

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues

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

Behaviour

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

Social issues

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

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse.

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g. knees, shins.

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

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

Concern should be increased when:

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

You should be concerned if a child:

- Is reluctant to have parents/carers contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others
- flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/carers.
- Has a fear of medical help or attention
- Admits to a punishment that appears excessive.

Sexual Abuse

The nature of sexual abuse.

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse.

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations:

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

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Physical Abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Online Safety

Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, snapchat and voodoo and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Radicalisation and Extremism

Extremism is defined 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.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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 particular 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.

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.

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 are able to recognise those vulnerabilities.

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 or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- 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;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

- The victim may have been sexually exploited even if the sexual activity appears consensual.
- Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.
- A child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by practitioners
- Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

Child Criminal Exploitation & Gangs (CCE)

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals.
- Sexting (also known as youth produced sexual imagery) – see below

Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)' Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Honour-based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse

Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.

The College recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.