
CHILD PROTECTION AND SAFEGUARDING POLICY

Person(s) Responsible:	Mr J Cleary
Governors' Committee:	Student Welfare & Community Committee
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Vision

Collingwood College is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals. The College believes that students' well-being, both in and out of College, is crucial to their success

Introduction and Principles

Collingwood College is committed to providing a safe and secure environment for students, staff and visitors

Introduction

This Policy has been developed in accordance with the principles established by the Students' Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Students' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Students in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Students Safe in Education' 2016, and Surrey Safeguarding Students Board SSCB Child Protection Procedures¹.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of students and to work together with other agencies to ensure adequate arrangements within our College to identify, assess, and support those students who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm, and that student welfare is our paramount concern.

The aims of this policy are:

- To support the students' development in ways that will foster security, confidence and independence.
- To provide an environment in which students feel safe, secure, valued, respected and confident.
- To ensure students know how to approach adults if they are in difficulties.
- To ensure staff know their responsibilities in safeguarding students and identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring students known, or thought, to be at risk of harm and to ensure we contribute appropriately to assessments of need and support packages for those students.
- To develop a structured procedure within the College which will be followed by all members of the College community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within the College who have access to students have been checked as to their suitability. This includes verification of their identity, qualifications, and a satisfactory Disclosure and Barring Service (DBS) check and a central record is kept for audit.

¹ The SSCB Child protection Procedures are available online at www.surreycc.gov.uk/safeguarding

Responsibilities

- All adults working in the College have a responsibility to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL).

Governors are responsible for ensuring that:

- an appropriate Child Protection and Safeguarding Policy is regularly reviewed, updated and available on the College website.
- the College operates safe recruitment procedures.
- safeguarding training is undertaken by all staff.

The Co-Principals are responsible for:

- The appointment and training of a DSL and Deputy DSL(s).
- All members of staff and volunteers having child protection awareness information at induction.
- Ensuring the suitability of adults working with students on College sites at any time.
- The referral of child protection concerns or allegations against adults working in the College to the LADO² for advice.
- The notification to the Disclosure and Barring Service (DBS)³ for consideration for barring any member of staff found not suitable to work with students.

The DSL is responsible for:

- Ensuring all staff attend initial training on all aspects of child protection and safeguarding, providing updates as appropriate.
- Referring a student to the Children's Services Area Referral, Multi Agency Safeguarding Hub⁴ if there are concerns about possible abuse. Referrals will be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)⁵.
- Keeping written records of concerns about a student, even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from student records until the student's 25th birthday, and are forwarded on where appropriate to any further education establishment.
- Retaining a copy of the Child Protection file until such time that any further establishment acknowledges receipt of the original file. The copy will then be shredded.
- Ensuring that an indication of the existence of the additional file acknowledged above is marked on the student records.
- Liaising with other agencies and professionals.
- Ensuring that either they or an appropriate staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Allocating a case to one of the Deputy DSLs or a Year Manager (YM) depending on the seriousness of the issue.
- Contributing to the "Audit of Statutory Duties and Associated Responsibilities" to be submitted to the Education Safeguarding Team at Surrey County Council annually.

² LADO Local Authority Designated Officer for allegations against staff

³ Contact the LADO for guidance in any case

⁴ All new referrals go to the MASH team for each area

⁵ On line forms will be e-mailed from the Students's Services Area MASH Team

- Ensuring all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the College's Safeguarding Policy on the College website.

Year Managers are responsible for:

- Co-ordinating the College's representation at Team Around the Family Meetings and when relevant Children in Need (CIN) meetings.
- Co-ordinating the submission of written reports for the Team Around the Family meetings.
- Providing a written report for Child Protection Case Conferences and Core Groups as requested by the DSL.
- Managing cases allocated to them by the DSL.

Recognising indicators

All staff must make sure they are familiar with signs and symptoms of the following:

- Child abuse, including bullying and racism
- Child sexual exploitation (CSE)
- Forced marriages
- Female genital mutilation (FGM)
- Domestic abuse
- Radicalisation

Detailed information on the above can be found in Appendices 1-3

Procedure following a disclosure

All matters relating to child protection are confidential and will only be shared with staff or outside agencies on a need to know basis. However, staff must not promise confidentiality to an individual; the DSL and/or deputy DSL must be informed of all occurrences where a student's safety or wellbeing may be compromised.

The College will always undertake to share our intention to refer a child to Social Care with their parents /carers, unless if doing so will put the child at greater risk of harm, or impede a criminal investigation.

Referring a disclosure is initially made through one of the following means:

- Verbally, by telephone or in person. Notes of the conversation must be recorded
- Email – staff must use initials only and not refer to any person by name. Emails must only be sent to Year Managers, Progress Leaders, DSL or Senior Leadership Team members, as appropriate

A College referral form will be completed as advised by the DSL. The form is available in the Safeguarding section of the staff portal. Notification of any referral must occur the same day as any disclosure.

CONFIDENTIALITY

- Staff must not discuss information given in confidence outside the appropriate professional contexts
- If a student requests confidentiality explain that this cannot be promised
- Explain that staff have a responsibility to share information with those adults who will be able to help protect them from harm
- Reassure the student that only staff who need to know about it will be told
- If the student does not wish to continue the conversation the matter must be pursued by reporting to the Designated Safeguarding Lead (DSL) the concerns raised
- Staff have a statutory duty to share confidential information about the protection of students with Social Care via the DSL

Supporting Students with Medical Needs

The Supporting Students with Medical Needs Policy can be found on the College portal

The College policy for these needs reflects the consideration the College gives to protecting our students in relation to individual medical needs and the sensitivity surrounding particular conditions.

The College must:

- Construct and implement Individual Health Care Plans (IHCPs).
- Ensure a sufficient number of trained members of staff are available to implement the policy and deliver IHCPs in normal, contingency and emergency situations.

All staff must:

- Take appropriate steps to support students with medical conditions
- Where necessary, make reasonable adjustments to include students with medical conditions into lessons
- Send a student to the medical areas if they become ill, with an accompanying student
- Allow a student to eat, drink or use the toilet when they need to in order to manage their condition

Health & Safety

The Health and Safety Policy can be found on the College portal

The College Health & Safety Policy reflects the consideration we give to the protection of our students both physically within the College environment and for example in relation to internet use. This includes when away from the site and when undertaking College trips and visits.

Physical Intervention

Staff must only ever use physical intervention as a last resort, when a student is endangering him/herself or others, and at all times it must be the minimal force necessary to prevent injury to another person.

- Such events must be recorded and signed by a witness. The Student Restraint Form is located in the Safeguarding section of the Staff Portal and should be sent to the DSL if a restraint has occurred.
- Physical intervention of a nature which causes injury or distress to a student will be considered under student protection or disciplinary procedures.
- Touch is appropriate in the context of working with students, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁶

Anti-Bullying

The College policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under student protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. All staff are aware that students with Special Educational Needs and Disabilities (SEND) and / or differences/perceived differences are more susceptible to being bullied / victims of student abuse.

⁶ 'Guidance on Safer Working Practices is available on the DfE website

Radicalisation and Extremism

Exploitation and radicalisation will be viewed as a safeguarding concern.

Through the curriculum, staff training and parental engagement, the College seeks to protect students and young people against the messages of all violent extremism including, but not restricted to:

- Radical Islamist ideology
- Far Right / Neo Nazi / White Supremacist ideology
- Irish Nationalist and Loyalist paramilitary groups
- Extremist Animal Rights movements.

The Governors, the Co-Principals and the Designated Safeguarding Lead (DSL) will assess the level of risk within the College and put actions in place to reduce that risk.

Referral

If a member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they must follow normal safeguarding procedures.

Safety in College

No internal doors to classrooms will be locked whilst students are present in the classroom. Doors to high-risk areas such as Technology rooms will be kept locked whilst they are unoccupied. The doors to PE changing rooms are also kept locked during PE lessons, apart from when students are changing.

Entry to College buildings is controlled by electronically secured doors that require pass activation.

Authorised visitors to the College must be signed into and out of the premises and they are required to wear a College visitor badge. Governors who visit the College are required to wear their College photo ID badges or they will be issued with a visitor's badge.

Reception must be notified of all expected visitors. The presence of intruders and/or suspicious strangers seen loitering near the College must be reported to the Senior Leadership Team (SLT) or main reception immediately.

Parents, carers or relatives can only take still or video photographic image of students in the College or on College organised activities with prior consent, and then only in designated areas. If parents/carers do not wish their students to be photographed or filmed and express this view in writing, their rights will be respected.

Our lettings policy ensures the suitability of adults working with students on College sites at any time.

SAFETY IN COLLEGE

- Do not lock internal doors to classrooms when students are present in the classroom
- Doors to high risk areas e.g. technology rooms, science labs and PE venues must be locked when no member of staff is present
- Report the presence of intruders immediately to the Senior Leadership Team (SLT) or the nearest reception
- Report any incidents of bullying/intimidation of students via email and/or social networking sites to the appropriate Year Manager
- Report any incidents of bullying/intimidation of staff by students or their families via email and/or social networking sites to the appropriate SLT Line Manager
- When meeting with an individual student the door to the room must be left open, or another member of staff must be asked to maintain a presence nearby
- Physical restraint of a student is only permitted when it is necessary for their own protection or others' safety. This must be recorded appropriately and reported to the relevant Year Manager, Designated Safeguarding Lead (DSL) and parents/carers. Student Restraint forms are located in the Safeguarding area of the Staff Portal.

Supporting Staff

We recognise that staff working in the College who have become involved with a student who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. The College will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Whistle-blowing

All staff must be aware of their duty to raise concerns where they exist about safeguarding, which may include the attitude or actions of colleagues. If the actions of a colleague cause concern this must be reported in accordance with the Whistleblowing Policy.

Allegations against staff

The full Management of Allegations Policy can be found on the College portal

Policy Summary:

- All College staff must take care not to place themselves in a vulnerable position with a student. Interviews or work with individual students or parents must be conducted in view of other adults.
- All staff must be aware of the College's Management of Behaviour Policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given via the staff Code of Conduct⁷
- **If any allegation is made, or information is received which suggests that a person may be unsuitable to work with students, the member of staff receiving the allegation or aware of the information, will immediately inform the Co-Principals⁸.**
- The Co-Principals on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)⁹ at the earliest opportunity.
- If the allegation made to a member of staff concerns one of or both the Co-Principals, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO as above, without notifying the Co-Principals first.
- the Co-Principals will seek the advice of the LADO and HR Consultant in making a decision to suspend a member of staff, excluding the Co-Principals, against whom an allegation has been made
- In the event of an allegation against the Co-Principals the decision to suspend will be made by the Chair of Governors with advice sought as above.

Monitoring and Evaluation

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the College
- SLT 'drop ins' and discussions with students and staff
- Student surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of SLT and Student Welfare & Community Committee (SW&CC) reports and minutes
- Logs of bullying/racist/behaviour incidents for SLT and SW&CC to monitor
- Review of parental concerns and parent questionnaires

⁷ Refer to "Guidance for Safe Working Practice for the Protection of Students and Staff in Education Settings" available on the DfE website, also the [SCC E-safety toolkit](#)

⁸ or Chair of Governors in the event of an allegation against the Co-Principals

⁹ Duty LADO 0300 200 1006

This Policy refers to our policies on:

Management of Behaviour Policy

Anti-bullying Policy)

Code of Conduct

Health, Safety and Welfare Policy

Management of Allegations Policy

PSHEE Policy

Supporting Students with Medical Needs Policy

Whistleblowing Policy

APPENDIX 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Students:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused students, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Students can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile students rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach

- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-college students
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include students and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or students.

Developmental Sexual Activity encompasses those actions that are to be expected from students and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it

raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some students, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of students and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol “Working with Sexually Active Young People” available at www.surreycc.gov.uk/safeguarding, by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause. Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from college
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with college, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

APPENDIX 2

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a college or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- ❖ FGM brings status/respect to the girl – social acceptance for marriage
- ❖ Preserves a girl's virginity
- ❖ Part of being a woman / rite of passage
- ❖ Upholds family honour
- ❖ Cleanses and purifies the girl
- ❖ Gives a sense of belonging to the community
- ❖ Fulfils a religious requirement
- ❖ Perpetuates a custom/tradition
- ❖ Helps girls be clean / hygienic
- ❖ Is cosmetically desirable
- ❖ Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from college and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Domestic Abuse

Students can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Students affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Talk through your concerns with the DSL, Deputy DSLs or Year Managers

APPENDIX 3

RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
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 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.
4. 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 are able to recognise those vulnerabilities.
6. **Indicators of vulnerability include:**
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student 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’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 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 may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

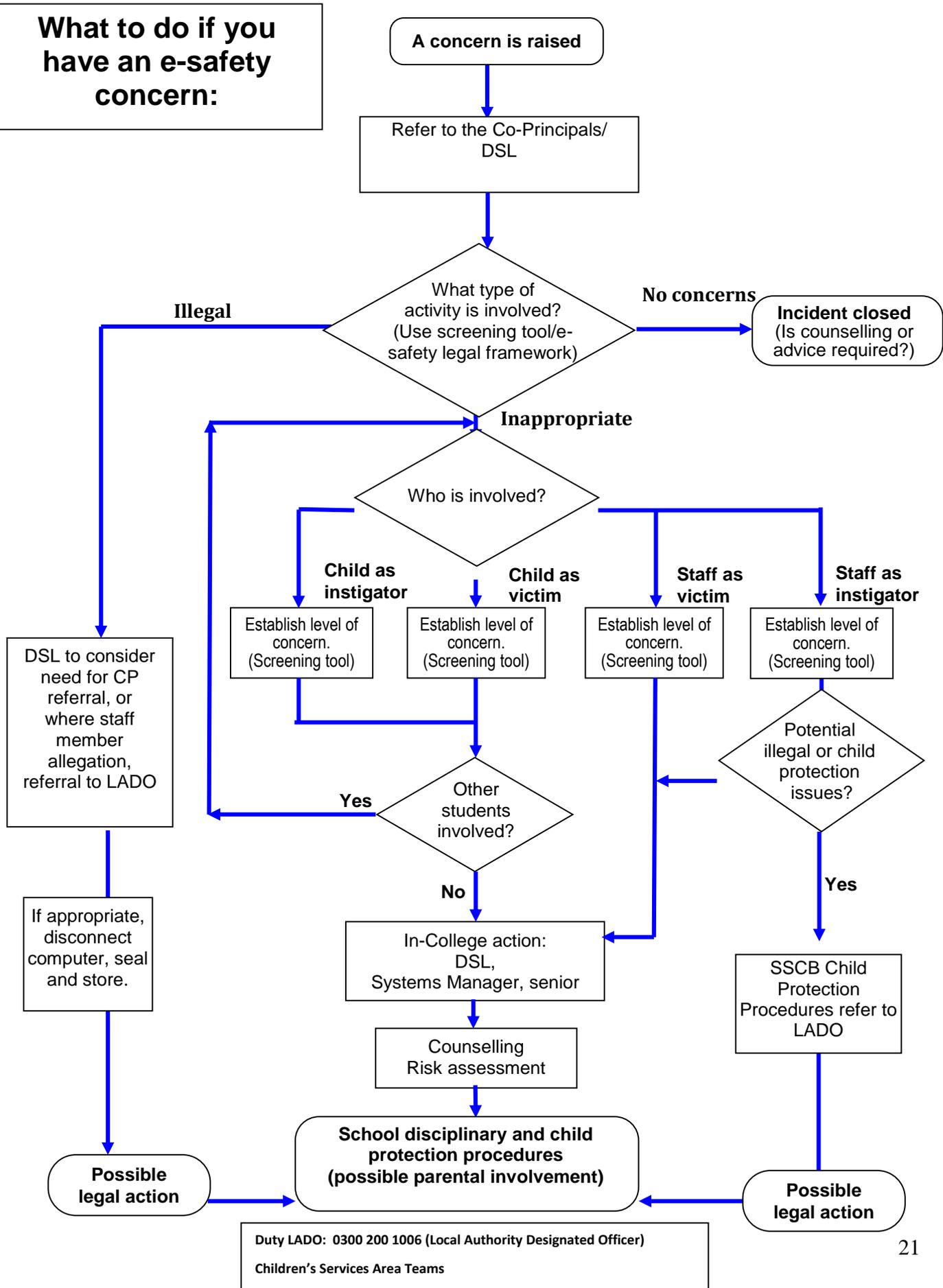
More critical risk factors could include:

- 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; and
- 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.

APPENDIX 4

What to do if you have an e-safety concern:



Duty LADO: 0300 200 1006 (Local Authority Designated Officer)
Children's Services Area Teams

APPENDIX 5

Further advice on child protection is available from:

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/>

Beat Bullying: <http://www.beatbullying.org/>

CHILD PROTECTION

THE COLLEGE'S DESIGNATED SAFEGUARDING LEAD IS:

JAMIE CLEARY

What to do if a disclosure is made to you:

If any member of staff suspects that a child may be at risk, or hears a disclosure from a student, then they **MUST** contact Jamie immediately (ext. 218). If Jamie cannot be found, Mike Eaton (ext. 322) or Deborah Rourke (ext. 340), Deputy Designated Safeguarding Leads, must be contacted. In the event that they cannot be reached, please contact a Year Manager or a Pastoral Assistant.

DO NOT promise confidentiality to the student.

Children may be at risk from:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Child Protection Training

All staff receive regular training and information about student safeguarding. If you would like to receive further Child Protection training please contact Jamie Cleary or Lisa Wiles (ext 337).

