



New College Stamford

ACHIEVE EXCELLENCE, BE OUTSTANDING

SAFEGUARDING FOR ALL POLICY

Issue Date: September 2018

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Review Date: September 2019

Introduction

New College Stamford places the safety and wellbeing of students and staff at the forefront of all its operations and acknowledges the range of activities that contribute to creating and maintaining an environment that promotes effective safeguarding practice.

The Safeguarding for All Policy provides for a coherent framework of practice to be in place and for all policies relating to this framework to address this priority. The Safeguarding for All Policy is reviewed each year and when/or changes in law, policy, guidance or best practice occur in order to ensure that it remains a key driver in the development of strategy on safeguarding.

Policy Statement

New College Stamford recognises its duties, statutory and otherwise, to ensure that the College functions with a view to safeguarding and promoting the welfare of children receiving education and training at the College.

The Policy applies to all as Safeguarding is everyone's responsibility.

The College is committed to ensuring that it:

- Provides a safe environment for children and young people to learn in.
- Identifies children and young people who are suffering, or likely to suffer, significant harm, including radicalisation and extremism.
- Takes appropriate action to see that such children and young people are kept safe, both at home and at the College.

In pursuit of these aims, the governing body and Executive Team will approve and review policies and procedures with the aim of:

- Raising awareness of issues relating to the safeguarding, including radicalisation and extremism, of children and young people and the promotion of a safe environment for the children and young people learning within the College in line with its duty as part of the Keeping Children Safe in Education September 2018, the requirement of multi-agency working and the Disclosure and Barring Service.
- Establishing a clear line of accountability for the provision of services.
- Identifying groups of more vulnerable children and young people with the view to providing 'Early Help' in line with current legislation.
- Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns.
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff.
- The safe recruitment /employment of staff and the safe use of contractors.
- Promoting a culture of listening to children and young people to ensure best practice and keep their wishes at the centre of activities.
- Reviewing processes of sharing information with other practitioners .
- Raising awareness of and promotion of all forms of equality and fostering greater understanding of and respect for people of all faiths (and those of no faith), races,

ages, disabilities and sexual orientation (and other groups with protected characteristics).

- Protect students and staff from harassment, bullying, abuse and discrimination, including those based with employers and at other sites external to the college.
- Prepare students for successful life in modern Britain and promote the fundamental British Values of
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect and tolerance of those with different backgrounds, faiths and beliefs
- Prepare students who have Special Educational Needs and or Disabilities to become more independent in their everyday life.
- Raise awareness within Safeguarding practices to prevent radicalisation of students and compliance with the 'Prevent Duty'.

In addition, a Corporation member will be nominated as the link governor for Safeguarding and will meet termly with the Deputy Principal Curriculum and Quality and Director of Student Experience.

Legislative Framework

The College operates its Safeguarding for All Policy through its acknowledgement and acceptance of its responsibilities set out in the Children Act 1989, 2004, 2008 and 2014 Education Act 2002 and 2011, Care Act 2014 and other associated legislation. Furthermore, safeguarding and promoting the welfare of children and young people will be undertaken with due regard to:

Lincolnshire Children Safeguarding Board
www.lincolnshire.gov.uk/lscb

'Keeping Children Safe in Education' - September 2018
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

'What to do if you think that a child is being abused' - 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>

'Working together to Safeguard children' - March 2015
<http://www.gov.uk/government/publications/working-together-to-safeguarding-children>

The Prevent Duty March 2016
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Channel Duty Guidance April 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

The Prevent Duty

Prevent is one of the four elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The PREVENT strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that need to be dealt with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Home Office works with local authorities, a wide range of government departments and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

The Home Office uses a range of measures to challenge extremism in the UK, including:

- where necessary, preventing apologists for terrorism and extremism from travelling to this country.
- giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers.
- funding a specialist police unit which works to remove online content that breaches terrorist legislation.
- supporting community based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context they work with a range of civil society organisations.
- supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

Channel

This is the referral process and forms a key part of the Prevent Duty. The referral process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

Channel Contact Details

Lincolnshire

prevent@lincs.pnn.police.uk

channel@lincs.pnn.police.uk

Cambridgeshire

prevent@cambs.pnn.police.uk

The Counter Terrorism & Security Act (2015):

- This Act places a duty on specified authorities, including Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).
- The College is committed to supporting vulnerable students through its safeguarding policies and procedures and recognises that this can support the College's contribution to the Prevent duty.
- The College has engaged positively with, and will continue to promote the value of, the Workshop to Raise Awareness of Prevent (WRAP) to ensure all staff have the skills and knowledge to refer any concerns appropriately. Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral.

Related Policies and Procedures

Key college policies that contribute to the overarching Safeguarding for All Policy are listed below. Each of these policies addresses College strategy and operations relating to key College activities and safeguarding provision is made within all activities.

- Student Behaviour and Disciplinary Policy
- Health and Safety Policy
- Recruitment and Selection Policy
- Teaching and Learning Policy
- Risk Assessment Policy
- Anti-Bullying Policy
- Single Equality Scheme
- Acceptable IT Use Policy
- Fitness to Study Policy
- Contractors Vetting and Barring Agreement
- Lone Workers Policy
- Educational Visits Policy

Roles and Responsibilities

All staff are required to read and understand Part 1 of the 'Keeping Children Safe in Education' 2018 statutory guidance for schools and colleges. For existing staff this will be circulated and all staff will be required to sign a declaration form to say they have read the guidance. For new staff this will be undertaken as part of induction.

All adults working with or on behalf of children or vulnerable adults have a responsibility to protect them. There are however, key people within College and the Local Authority who have specific responsibilities under safeguarding procedures. Those internal persons named constitute the College Safeguarding Team.

Key Contacts within College

Safeguarding Adviser and Team Member

Rachel Nicholls – Deputy Principal Curriculum and Quality

Tel: 01780 484300 ext. 600

Email: safeguarding@stamford.ac.uk

Designated Safeguarding Lead

Sarah Young - Director of Learning of Student Experience

Tel: 01780 484300 ext. 442

Email: safeguarding@stamford.ac.uk

Deputy Designated Safeguarding Lead

Stephanie Hemens

Tel: 01780 484300 ext. 380

Email: safeguarding@stamford.ac.uk

Based in Student Services

Safeguarding Officers

Jess Dennett

Tel: 01780 484300 ext 426

Email: safeguarding@stamford.ac.uk

Lauren Barker

Tel: 01780 484300 ext 426

Email: safeguarding@stamford.ac.uk

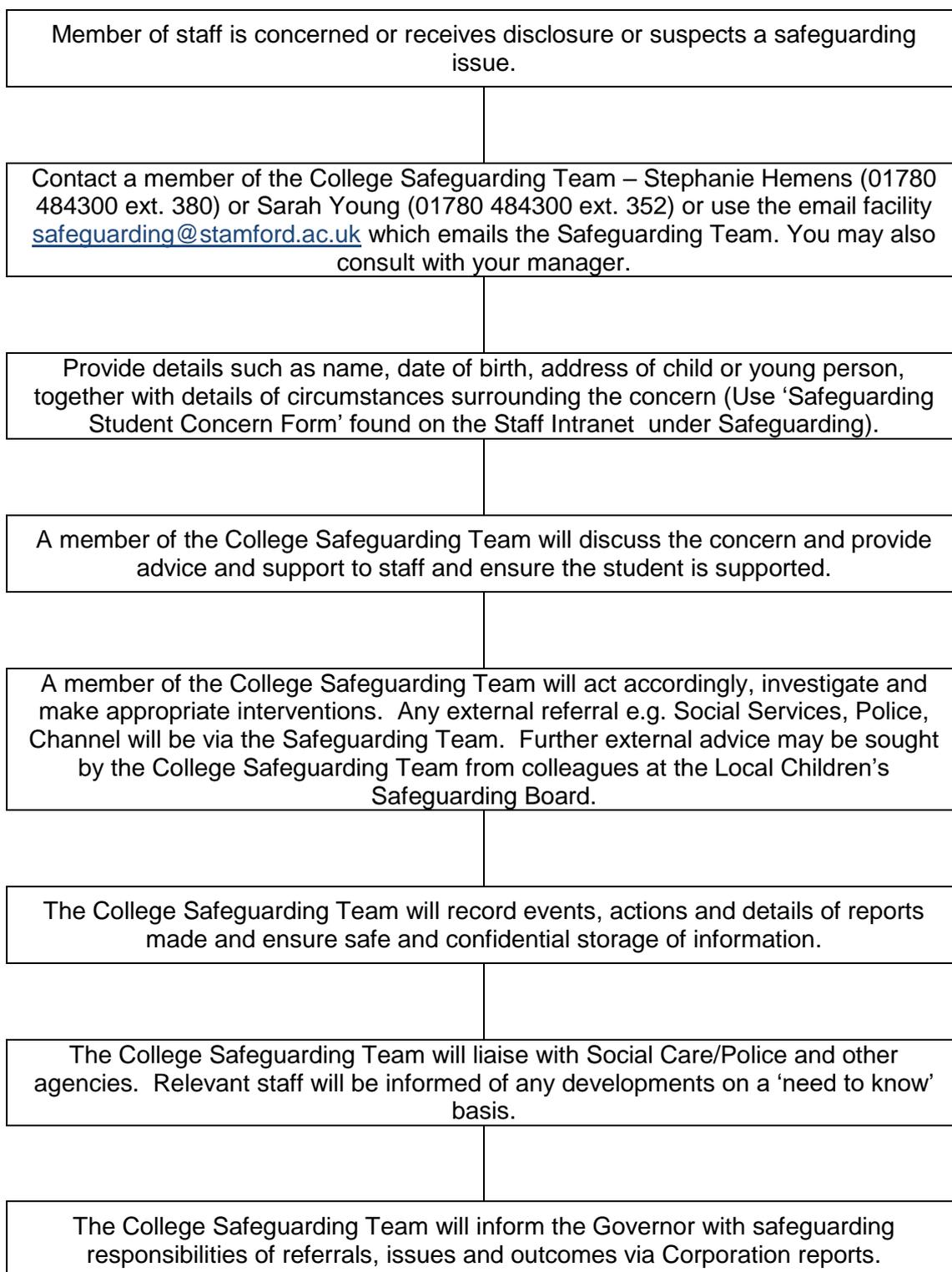
The Designated Safeguarding Lead will undertake the minimum of two-yearly internal safeguarding training. This will include training and updating on key areas of concern as stated in 'Keeping Children Safe in Education 2018' statutory guidance for schools and colleges and will include:

The Safeguarding Team are responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to Children and Young People's Services – Social Care and/or the Police.
- Providing advice and support to other staff on issues relating to child protection
- Maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral).

- Ensuring that parents of children and young people within the College are aware of the College's Safeguarding policy.
- Liaising with the appropriate Children and Young People's Social Care services, the Lincolnshire Children's Safeguarding Board and other appropriate agencies.
- Liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for pupils.
- Sharing pertinent and appropriate information with partner agencies and organisations.
- Ensuring that staff receive basic training in child protection issues and are aware of the College child protection procedures.
- The designated senior member of staff will provide an annual report to the governing body of the College setting out how the College has discharged its duties. Have received training in child protection issues and multi-agency working,
- Ensuring that the College has procedures and policies which are consistent with the local procedures.
- Ensuring that each year the governing body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.
- Seeking feedback from children and young people, making sure that they have a voice as to College safeguarding practice, policies and procedures.

Procedures flowchart
Dealing with concerns, suspicions or disclosures of harm, abuse, risk of radicalisation, peer on peer abuse or any other safeguarding concern



Supporting Students at Risk

New College Stamford recognises that all students can be at risk of harm. However, certain groups of students have the potential to be more vulnerable and at risk. These are:

- Care Leavers
- Previously Looked After Children
- Children with Special Educational Needs and or Disabilities

Children with Special Educational Needs and or Disabilities can face specific challenges which staff should be aware of:

- Higher risk of being left out
- Disproportionate impact of bullying
- Difficulties with communication which can make disclosures and investigations difficult
- Awareness that behaviour, mood and injury may relate to abuse and not just their special educational need and or disability

As a result of these challenges for students with special educational needs and or disabilities the safeguarding and welfare team, additional learning support team and the Educational, Health and Care Plan team are well trained to support these students. Additional support, mentoring, space for quiet reflection, tutorials to build resilience and develop communication skills are very important strategies that are used to mitigate against these challenges.

The College recognises that Students who have been abused or witness to abuse can find it difficult to develop a sense of self-worth or view the world as a positive place. College may be the only stable, secure and predictable element of an 'at risk' student's life. However, it is important to note that the behaviour of students at risk may present as challenging, defiant or withdrawn.

New College Stamford aims to identify learners at risk through a variety of methods:

- Application and enrolment screening
- School liaison and references
- EHCP consultations and review process
- Induction process
- Student finance application form screening
- Additional Learning Support team screening
- Disciplinary referrals
- Academic and support staff reporting and monitoring
- Welfare and mentoring staff reporting and monitoring
- Self-referral

New College Stamford aims to support students by:

- Forging excellent working partnerships with other Colleges, schools and agencies which, in turn, can help to inform as to a student's specific issues and needs. For example; Students who are 'Looked after children' or who are subject to a 'Child Protection' or 'Child in need' plan when they come to the College.
- A curriculum which encourages confidence, self-esteem and self-motivation.
- College 'culture of safety' which promotes a positive, supportive and secure environment which provides all with a sense of being respected and valued.
- Consistent Implementation of College codes of conduct and behavioural policies which ensure that Students know that some behaviour is unacceptable.
- Continuing support and activities of Additional Learning, Student Liaison and Welfare and Guidance teams within College.
- Strong links with external partners as well as local and national agencies to ensure a multi-disciplinary approach to support for students.
- Development of a responsive and knowledgeable staff group, trained to respond appropriately in Safeguarding situations.
- Effective absence reporting, which can be an early indicator of concern.
- Students being encouraged to state how 'safe' they feel via the College 'Learner Voice' activity. Also encourages students to adopt safe and responsible practices.
- Regular 'At Risk Meetings' held in College where key members of the Student Support team collaboratively coordinate action and support for priority cases.
- Collecting two emergency contact details at the point of enrolment
- Comprehensive Fitness to Study Policy gives a framework to support students

Safeguarding themes are covered within the structured tutorial programme delivered by Student Advisors. Topics include:

- Sexual health and relationships
- Prevent
- Mental health and resilience
- Drugs and legal highs
- Pornography awareness
- Drugs and alcohol
- Anti-bullying
- Healthy eating
- Keeping safe online

Cross-college events are also organised to support the development of students' awareness of these issues and how to keep themselves safe.

Early Help

The College uses a model of 'Team Around the Student' (TAS), which is in line with the multi-disciplinary approach of 'Team Around the Child'. This approach supports students who are at risk.

Peer-on-Peer Abuse

As part of the new 'Keeping Children Safe in Education 2018' the definition of Peer-on-Peer abuse is much clearer. New College Stamford will robustly deal with all allegations or

suspicions of Peer-on-Peer abuse and appropriate Safeguarding and Student Disciplinary Processes will be followed.

Peer-on-peer abuse can take place in various forms. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Peer-on-Peer Abuse can include the following:

- Bullying (including cyberbullying)
- Physical abuse
- Sexual violence and sexual harassment
- Sexting
- Initiation ceremonies
- Honour-based violence
- Female Genital Mutilation (FGM)
- Forced Marriage
- Child Sexual Exploitation

Students with Special Educational Needs and/or Disabilities

Evidence suggests that students with special education needs and disabilities (SEND) are more likely to suffer neglect or be abused. The College safeguards all students but it particularly aware of the need to protect and safeguard this vulnerable group. Students with SEND are identified and recorded on ProMonitor. Student files are read by all staff who work with the young person. EHCP outcomes are also recorded on ProMonitor and regularly reviewed with the student’s parent/guardian/carer and Local Authority.

Professional Confidentiality

A member of staff must never agree with a student to keep a secret and where there is a safeguarding concern this must be reported to a member of the students and may require further investigation by the appropriate authorities.

Staff will be informed of relevant information in respect of individual cases on a ‘need to know basis’ only. Any information shared with a member of staff in this way must be held confidentially by themselves.

Working in Partnership

The College will assist the local authority, police and clinical commission groups to exercise their statutory functions. Where provision is provided by the college to a partner organisation such as a school, the College will liaise with staff in the partner organisation to ensure that local procedures and protocols are adhered to.

In terms of partner agencies – awareness and appreciation of the role of others is essential for effective collaboration between practitioners and their organisations. Inter-agency and collaborative work is central to good practice in safeguarding.

The College will refer concerns that a child or young person might be at risk of significant harm to the appropriate agency.

As stated in Keeping Children Safe in Education 2018 safeguarding information is classified as 'special category personal data' and as such data and information can be shared by practitioners even without consent if children or individuals are at risk of harm.

Links and Referrals within the Local Authority

Any external referral for a student must be made to the local authority in which they reside. The Safeguarding Team have the relevant contact details and key contacts are below

Lincolnshire Safeguarding Children Board

To report a concern call the Children Services Customer Service Centre (CSC) on 01522 782111.

Outside of office hours contact the Emergency Duty Team (EDT) on 01522 782333

Email: lscb@lincolnshire.gov.uk

Cambridgeshire and Peterborough Safeguarding Children's Board

To report a concern contact Children's Social Care Services on tel: 0345 045 5203 (8am-6pm Monday to Friday) or the Emergency Duty Team (Out of Hours) on 01733 234724.

Recruitment of Staff

All new staff will be subject to the new Vetting and Barring Scheme (VBS) in line with the College 'recruitment policy'. This is a checking process combining the previously used ISA and DBS.

All interviews for new staff include a question in regards to safeguarding and at least one member of the interviewing panel will have undertaken the 'safer recruitment training'.

Agency workers and contractors with 'intensive' or frequent contact with Children and /or vulnerable adults will be expected to have an enhanced DBS check. The College will carry out all necessary checks to ensure the vetting checks carried out by the agency are for the same person presented at the College.

The associated 'Recruitment and Selection Policy' gives greater detail to the process and can be found in the Human Resources section of the Staff Intranet. Records of all staff are kept confidentially by HR in the single central record.

Disclosures for new staff and volunteers

All new staff and volunteer workers will be required to have a satisfactory enhanced DBS check as the College is deemed to be operating in a regulated activity due to the high number of young students and vulnerable adults within the College.

Any teaching staff who do not have a valid DBS disclosure will not be allowed unsupervised access to children under the age of 18 or vulnerable adults until this has been received by the College. A risk assessment must be undertaken and agreed by the Principal on every occasion before the member of staff can commence employment.

As a College we are unable to access the Teacher Prohibition Orders via the 'Teachers Service' system. However, we do check the barred list database as part of our recruitment process.

Existing staff

If an existing member of staff changes job role they will be subject to a new DBS check.

It is the responsibility of every member of staff to disclose to the College any criminal convictions that are incurred during their employment. Failure to do so will be considered a disciplinary offence and in some circumstances may lead to dismissal.

Appointment of Agency Workers and Contractors

Agency staff will not be allowed unsupervised access to children under the age of 18 or vulnerable adults unless they have had a DBS check at an enhanced level without a break of service of more than 3 months.

Contractors will not be allowed unsupervised access to children under the age of 18 or vulnerable adults unless they have had a DBS check at an enhanced level. Access to college premises will be restricted and adequate supervision maintained.

Governors

All Governors have an enhanced DBS check.

Reporting an Allegation against a member of staff

The Local Area Designated Officer (LADO) oversees and manages the process of investigation relating to allegations against individuals working with children or young people in a paid or voluntary capacity. This could also include concerns around an individual's conduct, which indicates they may pose a risk to children. A referral to the LADO will be made by a member of the Executive Team.

From September 2017 reporting requirements from the Education Skills Funding Agency (ESFA) requires Colleges to inform them directly if the institution itself, or one of its subcontractors, is the subject of an investigation by the Local Authority or the police in connection with a Prevent issue or Safeguarding related concern. In such circumstances, either the Principal or Deputy Principal will email Enquiries.EFA@education.gov.uk with appropriate details.

Training

All staff will receive training to familiarise them with child protection issues and responsibilities and the College procedures and policies. The College will undertake a rolling programme of training aimed at ensuring that:

- All newly recruited staff have a clear understanding of their role and responsibilities in safeguarding children and young people and are aware of the associated procedures.
- All senior managers and the designated governor are familiar with their role and responsibilities.

- All staff are aware of their role and responsibilities and receive guidance on how to deal with suspicions or disclosures of abuse.
- Members of staff must renew their training every year and designated safeguarding staff undertake an annual update and Designed Safeguarding Training every two years.
- All Governors will undertake the Education and Training Foundation Prevent training and Safeguarding training.
- The Safeguarding Governor will receive regular updates and meet with the Designed Safeguarding Lead and Deputy Principal for Curriculum and Quality.
- The Board will receive an annual Safeguarding Report.

Records and Monitoring

The College maintains up to date and accurate records of any cause for concern in regards to our Students. There is also indication of the status of each individual case and when it is deemed appropriate to pass this information to other agencies.

Members of staff receiving a disclosure of or noticing signs of abuse should use the College safeguarding referral form (found on the safeguarding area of the VLE) to record these concerns as accurately and as soon as they can. These forms should be passed to a member of the Safeguarding Team and will be kept securely in a confidential cabinet in the room used by the Safeguarding Officer. A confidential database accessible only by members of the Safeguarding Team is kept up-to-date and monitors the college case load. This database also provides statistics that help to inform the nature of support and where extra resources may be needed by our students.

Safeguarding and Equality & Diversity Committee

Members of the Safeguarding Team meet with other stakeholders in a group chaired by the Deputy Principal Curriculum and Quality. The group includes other senior members of staff in College, i.e. Human Resources and academic areas are represented. The purpose of the group is to consider safeguarding issues, policy and procedures and help to inform the College governing body. The composition of the group is such that there is enough seniority to ensure that staff direction and resources across College can be allocated to safeguarding issues.

Key Definitions and Concepts

Children and Young People

This term is used to mean “those under the age of 18”.

Children in Need

Children and young people who are defined as being “in need” under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need

Child Sexual Exploitation

Child Sexual Exploitation is the term used for contact or non-contact child sexual abuse when there is any actual or attempted abuse of a child's vulnerability or trust and an opportunity for the abused to enhance their social standing or receive payment from third parties. Non-contact abuse includes online grooming and sexual exploitation. (DoH 2014)

Extremism

Extremism is defined by the Crown Prosecution System (CPS) as: "The demonstration of unacceptable behaviour by using any mean 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;
- Foster hatred which might lead to inter-community violence in the UK"

Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out. As per the requirements set out in 'Keeping Children Safe in Education 2016' teachers who fail to report such cases will face disciplinary action.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of once or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). In addition, some communities use religion and culture as a way to coerce a person into marriage.

Honour-Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled as such. If in any doubt, staff should speak to the Students.

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and extremism and in some cases to then participate in terrorist groups.

'Safeguarding' and 'Child Protection'

These terms used interchangeably, and they have different meanings. Safeguarding is what we do for all children and young people, whilst Child Protection refers to the procedures we use for children and young people at risk of significant harm or who have been harmed.

Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person.

Significant Harm

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquiries as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

Vulnerable Adult

A vulnerable adult definition used is: 'A person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or exploitation.'

- Receives personal care, or nursing, or support to live independently in their own home or in a care home.
- Receives any health or social services support
- Has substantial learning or physical disability
- Has a physical or mental illness, chronic or otherwise, including addiction to alcohol or drugs.
- Has a substantial reduction in physical or mental capacity due to advanced age or illness.

Types of Abuse and how to recognise signs

The following explanations of possible signs of abuse are taken from Working Together to Safeguard Children.

Lists of signs and symptoms cannot provide a definitive diagnosis of abuse and many children or young people at some time of their life may exhibit one or maybe more of them. However, such signs and symptoms may suggest abuse if a young person exhibits either several of them, perhaps within a short space of time, or an extreme form of a particular symptom, or if a pattern of signs and symptoms emerges.

It is important that practitioners are aware of the signs and symptoms and, whilst they may be indicative of some other problem or issue, the possibility that the young person is being abused should not be discounted. Any concern about a young person who is showing signs of abuse or of being at risk of abuse should be followed up with the Students.

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.

Possible signs:

- Bruises and scratches to face and head
- Pinch bruises or bite bruises
- Bruising around both eyes simultaneously
- Torn frenulum (skin linking upper jaw and lip)
- Fingertip bruising on front and back of chest (gripping)
- Finger or hand marks on any part of the body
- Ligature marks on either neck, arms or legs
- Cigarette burns
- Linear or shaped burns or bruises (e.g. iron/radiator)
- 'non-cascade' scalds
- Head injury, may be no outward sign of injury
- Poisoning
- Bald patches
- Recurrent unexplained/untreated injuries or lingering illness

Possible behaviour:

- Explanation inconsistent with injury
- Refusal to discuss injuries
- Fear of going home or parents being contacted
- Arms and legs kept covered in hot weather or fear undressing
- Frozen watchfulness/cowering/flinching at sudden movements
- Withdrawal from physical contact
- Fear of medical help
- Admission of excessive punishment
- Running away
- Self-destructive tendencies

Emotional Abuse

Is 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 children 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 the 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, though it may occur alone.

Possible Signs

- Speech delay, poor verbal ability, lack of communication skills
- Bed wetting, soiling (without physical cause)
- Lack of concentration, learning problems
- Unreasonable fear of new situations
- Eating disorders (over eating and under eating)
- Inappropriate emotional responses to stressful situations
- Low self-esteem
- Self-mutilation
- Alcohol, drugs, solvent misuse

Possible Behaviour

- Over reaction to mistakes
- Obsessive behaviour (e.g. rocking, twisting hair, sucking thumb)
- Withdrawal from relationships with other children
- Fear of parents being contacted
- Extremes of passivity or aggression
- Attention seeking
- Chronic running away
- Compulsive stealing, scavenging for food or clothes
- Impaired capacity to enjoy life

Neglect

Is the persistent failure to meet a child's basic physical and/or psychological need, likely to result in a 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 harm and external harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Or ensure access to appropriate medical care or treatment.
- It may also include neglect or, or unresponsiveness to a child's basic emotional needs.

Possible Signs

- Unkempt appearance, poor personal hygiene

- Poor skin/hair condition
- Drop through height/weight centiles
- Small stature (where not a family characteristic)
- Constant tiredness
- Repeated accidents
- Untreated medical conditions
- Inappropriate clothing
- Constant hunger
- Frequent lateness, or non-attendance at school
- Accidental self-poisoning

Possible Behaviour

- Chronic running away
- Compulsive stealing
- Scavenging of food and clothes
- Low self-esteem
- Neurotic behaviour (e.g. rocking, thumb sucking, hair twisting)
- Inability to make social relationships
- Tendency to destroy things

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

Possible Signs

- Wetting and soiling themselves
- Sudden drop in College performance/poor concentration
- Obsessed with sexual matters as opposed to normal exploration
- Changes from being happy and active to being fearful and withdrawn
- Unexplained sources of money/gifts
- Urinary infections, bleeding or soreness in the genital/anal areas
- Vaginal discharge – vaginal warts
- Soreness and bleeding to the throat
- Chronic ailments e.g. stomach pains, headaches without obvious cause
- Eating disorders
- Becomes severely depressed
- Has a poor self-image
- Uses drugs/alcohol to excess

- Not allowed to have friends around or to go out on dates
- Fearful of undressing for physical education
- Venereal infection
- Pregnancy

Possible Behaviour

- Overly compliant behaviour
- Behaves in a sexually inappropriate way in relation to their age
- Withdrawn and unhappy, insecure and “clingy”
- Plays out sexual acts in too knowledgeable a way for their age
- Regresses to behavioural pattern of much younger children
- Say of themselves that they are bad or wicked
- Arriving early at school/College and leaving late with few, if any, absences
- Excessive masturbation – exposing themselves
- Drawings of sexually explicit nature
- Attempts to sexually abuse another child
- Recurring nightmares and/or fear of the dark
- Had a “friend who has a problem” and then tells about the abuse of “a friend”
- Self-mutilates/attempted suicide
- Running away
- Prostitution

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is the term used for contact or non-contact child sexual abuse when there is any actual or attempted abuse of a child’s vulnerability or trust and an opportunity for the abused to enhance their social standing or receive payment from third parties. Non-contact abuse includes online grooming and sexual exploitation.

Possible Signs (of CSE)

- unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends/girlfriends
- suffering with STDs or become pregnant
- changes in emotional well-being
- misuse of drugs and alcohol
- missing for periods of time/go home late
- regularly misses College

Specific Issues and Further Information

Further information and specialise advice is available on areas such as forced marriage, female genital mutilation, those affected by drugs and alcohol abuse in families, fabricated illness, children abused through prostitution, complex (organised or multiple) abuse involving one or more abusers and a number of children. Forced marriage is a marriage conducted without the full consent of both parties where duress is a factor. This should not be confused with an “arranged marriage”. Forced marriage is regarded as a form of domestic abuse for

adults, and where children are involved, as a form of child abuse. Initial concerns should be reported to the Designated Staff who will liaise with appropriate agencies.

IMPACT ASSESSMENT:

This policy has been assessed and considered for impact upon people who share the following protected characteristics and factors: race, gender and gender identity, disability (including learning difficulty), religion and belief, sexual orientation, age, pregnancy, maternity and marital status.

EQUALITY IMPACT ASSESSMENT SUMMARY:

This policy has been impact assessed and has identified the following:

- Negative impacts (N)
- Appropriate actions/mitigations to address the negative impacts have been put in place (N/A)
- Positive impacts (Y)

For further detail of the impacts and associated actions, please see the EIA which is attached to the filed copy of this document.

LINKED POLICIES:

MONITORING PROCEDURE:

RESPONSIBILITY:

Deputy Principal Curriculum and Quality
Lead Safeguarding Officer

ENDORSED BY EXECUTIVE:

Janet Meenaghan

Principal

18 October 2018

Date