



INTERNATIONAL COLLEGE

Safeguarding and Child Protection Policy for the International College

Person responsible: Joint Principal (JAP)

Reviewed: 23 September 2018

Next review: September 2019

College statement of commitment to safeguarding

The safety and well-being of all of our students is our highest priority and is the responsibility of every member of staff. Our business is to know everyone as an individual and to provide a secure and caring environment so that every student can thrive in safety. We expect our students and staff to be kind to each other and to show respect and good manners at all times, so that everyone involved in College life can feel positive and develop to their full potential. All students should care for and support each other; all staff are required to follow this policy and attend any training when required to do so.

The College's policy is based on and is in accordance with the following legislation

- The Children's Act 1989
- Education Act 2002
- Working Together to Safeguard Children (WT) March 2015
- Keeping Children Safe in Education (KCSIE) including all updates to September 2018

The King's School Canterbury (KSC) is an Associate member of the Kent Safeguarding Children Board. Johanna Prior, DSL and Joint Principal of the International College at the KSC, is the designated member of staff who has responsibility for liaising with Social Services and other relevant agencies over cases of child abuse. The restructuring that has recently taken place means that there is no longer a LADO as such and all concerns are directed through the Area Safeguarding Advisor (contact details are at the end of this document).

1. College Designated Safeguarding Lead

The College's Designated Safeguarding Lead (DSL) is:

Mrs Johanna Prior, Joint Principal

The DSL maintains close links with the Kent Safeguarding Children Board and she is responsible for the updating of the Safeguarding and Child Protection Policy in line with locally agreed inter-agency procedures.

In the absence or unavailability of the DSL, the Deputy Designated Safeguarding Lead (DDSL) is:

Ms Suzanne Kuster, Deputy Housemistress

She is also in charge of the College's provision of Health & Well Being lessons, including PSHE lessons, which incorporate lessons on Safeguarding, in order to ensure that our students are taught about safeguarding.

In addition, *Mr Bill Prior, Joint Principal*, is also trained to Level 3.

All Level 3 trained staff received their training in the summer of 2018 and will update this on a regular basis or in two years.

The DSL and DDSL attend formal update training meetings every two years. In addition, the DSL has a responsibility to review and update their knowledge of safeguarding developments on a regular basis. The DDSL reports directly to the DSL who takes lead responsibility for safeguarding at the College. Either the DSL or the DDSL will always be available in the College during normal term school hours.

In addition, *Mrs Emma Chivers* in the HR Department is also trained to level 3 in Safeguarding and she aids in support-staff training.

All College staff are issued with the updated Keeping Children Safe in Education (KCSIE) at the start of the Autumn Term and they were all asked to acknowledge that they have read and understood the KCSIE document. Staff are also required to read the KSC Staff Code of Conduct and Behaviour policy, and the KSC's ICT acceptable use policy. Staff are required to read and sign for these documents annually and updates will be highlighted.

All new members of staff are required to read and sign for the College Safeguarding Policy; Part One and Annex A of KCSIE, which the DfE requires all staff working in schools to have read; the KSC Staff Code of Conduct and Behaviour Policy; and the KSC ICT Acceptable Use Policy. Very soon after joining the College, all new members of staff are given a safeguarding briefing by the DSL or Emma Chivers. In September 2018, the Safeguarding briefing to teachers was delivered by Father Martin Robins of the KSC Safeguarding Team. This was

followed up by a further briefing from the DSL in the second week of term. The briefings give staff relevant information on how they should react if they have any safeguarding concerns, and who they should talk to. The training emphasises that although referrals are usually managed by the DSL, anyone can refer a child to children's social care if necessary. When a referral to children's social care is not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

All staff are updated in procedures either by the DSL or by a representative from the Kent Safeguarding Board on a regular, rolling cycle. All records of training are maintained in the HR Department.

2. KSC Governor

The KSC Governor with particular responsibility for Safeguarding is: *Frances Judd QC*

The KSC Governor with particular responsibility for Safeguarding is responsible for liaising with the DSL over all matters regarding child protection issues. The role is strategic rather than operational and she will not be involved in concerns about individual pupils. The KSC Governor with particular responsibility for Child Protection will liaise with the DSL to produce an Annual Report for governors. The Child Protection Policy is reviewed and tested annually by Governors to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures.

The KSC Governor with particular responsibility for Safeguarding and the DSL will meet regularly to review Safeguarding.

3. Aims

The central aim of the policy is to ensure the safety and well-being of students in line with the above legislation. More specifically, the aims are:

- To educate pupils on how to keep safe and how to recognise behaviour that is not acceptable
- To recognise and support any child who has been subject to abuse
- To ensure that all staff employed at the College understand their responsibility to be alert to signs of child abuse and to refer any concerns to the DSL Jo Prior or the DDSL Suzanne Kuster
- To ensure all staff recognise the importance of communication and sharing information; and that they are prepared to identify children who may benefit from early help and therefore should be aware of the College early help process
- To ensure that new staff are only appointed when all the appropriate checks have been made
- To deal appropriately with every suspicion or complaint of abuse
- To design and operate procedures which promote this policy
- To design and operate procedures, which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- To support children who have been abused in accordance with their agreed child protection plan
- To be alert to the medical needs of children with medical conditions
- To be alert to the increased vulnerability of children in residential settings or with special educational needs (SEN) and disabilities
- To be alert to the needs of students with special educational needs and disabilities
- To take all practicable steps to ensure that College premises are as secure as circumstances permit
- To assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area
- To identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- To have regard to regulations and standards issued by the Secretary of State for Education (DfE) and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations

These aims are achieved by the following means:

- **Education:** Through the curriculum (particularly, but not solely through Health & Well Being, which includes PSHE) the College aims to teach students to understand what is acceptable behaviour and to speak up if they believe they or others are not being treated appropriately. The College's E-Safety policy also provides clear

guidance with regards to safeguarding. The DSL takes lead responsibility for online safety education, with input from the DDSL, who is Lead Teacher of Health and Well Being, which includes PSHE and thus online safety is embedded throughout the curriculum.

- **Posters:** “Who Can I Talk To?”, “Childline”, and “Safeguarding Children” posters are displayed prominently in all College locations. They contain the names and telephone numbers of the KSC’s Independent Listener, KSC Counsellors, KSC Chaplains, Medical Staff, the East Kent Area Safeguarding Advisor, the Children’s Commissioner for England, Child Line, as well as email addresses and phone numbers for the DSL and DDSL.

- **College Rules:** All students are required to read the Rules in their first prep session of the year, in order to make them aware of what behaviour is not tolerated.

- **Staff Training:** Safeguarding training for all academic and pastoral staff is undertaken regularly as advised by the Kent Safeguarding Board. All staff and volunteers are provided with induction training that includes safeguarding and child protection and related policies such as the Staff Code of Conduct and Behaviour. All staff receive regular, informal safeguarding updates, either by email or in staff meetings. It is made clear to all staff that they have a statutory responsibility to have read and understood at least Part One and Annex A of KCSIE (2018). Mechanisms to assist staff in understanding KCSIE include regular conversations at meetings, as well as regular updates at meetings. Staff are all told where to find the Safeguarding Record of Concern Form. This is copied onto green paper and is known as the “Green Form” as an aide memoire. The DSL and the DDSL have completed Level 3 training, preparing them for the demands of the role. The DSL attends updates and review training by the Kent Safeguarding Board annually, the DDSL attends every two years. The College’s DSL and Emma Chivers are responsible for the training of all support staff in safeguarding issues. Records of all those who have attended training on safeguarding are kept centrally in HR. All appropriate members of staff have received Safer Recruitment training. The KSC has a policy on Safer Recruitment. Part of the training given to staff is guidance on how to ensure that their behaviour and actions do not place themselves at risk of allegations of abuse to a pupil. Advice is given about interactions in the boarding house and students’ rooms, one-to-one tuition, one-to-one music lessons, sports coaching, conveying a pupil by car, and engaging in inappropriate electronic communication with a pupil. Staff must never use their own personal phones, cameras or video recorders to take images of the children. All staff must use the devices provided by KSC. Any images of children should not be removed from the College, or posted on the internet. These guidelines are available in the Staff Handbook section on the VLE / Sharepoint. The KSC also has policies for

Staff Code of Conduct and Behaviour, the Use of Force to Control or Restrain Pupils, Missing Pupil Guidance, and Whistleblowing, which are all also relevant in this context. All staff will be required to sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents.

- **Staff Handbook:** This contains a summary of the policy on bullying and safeguarding procedures, as well as the policies named above. It is available on the College's VLE. Support staff are given a different staff handbook which contains the policies named here as well as other documents relevant to their roles. Also included in the Staff Handbook is the Staff Code of Conduct and Behaviour policy which gives further clarity and emphasises that safeguarding is everyone's responsibility.
- **DBS Checks:** An enhanced DBS (Disclosure and Barring Service) check is required for all new appointments to the KSC (see Safer Recruitment Policy). The College is committed to reporting to the DBS any person (whether employed, contracted, volunteer, or student) whose services are no longer used and the DBS referral criteria are met.
- **Recruitment checks:** These are carried out in line with Part 2, Points 55 & 56 of the KCSIE document, including running checks on the Employer Access online service. All checks are carried out through the KSC HR department. More detailed information may be found in the Staff Recruitment Policy. Where students participate in activities where they are supervised by staff from another organisation, assurance is gained that the staff have been checked for suitability to supervise the College's students. When it is not possible to obtain this information, a member of the College's staff will remain with the students at all times.

4. Procedures

It is recognised that children need protection from:

- Physical harm
- Emotional abuse
- Sexual abuse
- Neglect
- Harmful material on the Internet
- Sexual harassment

In line with KCSIE we also recognise these specific safeguarding issues:

- **Peer on peer abuse:** Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyberbullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender- based violence. The College is guided by the KSC policy in this regard and will develop its own policy this academic year.
- **Children missing from education:** The College is guided by the KSC policy in this regard and will develop its own policy this academic year, as student numbers grow. The current staff to student ratio, staffing of the College, and the fact that all students are boarders means that we can account for students effectively.
- **Child sexual exploitation (CSE):** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- **Female genital mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to

the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this (see "Green Form" in Appendix 1).

- **Radicalisation and the Prevent duty:** The College has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The College aims to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The College is committed to providing a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The College has adopted the Government's definitions for the purposes of compliance with the Prevent duty:
 - Extremism: "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".
 - Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. College staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.
- **Channel Duty Guidance:** Protecting vulnerable people from being drawn into terrorism (2015) notes the following: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances. Example indicators that an individual is engaged with an extremist group, cause or ideology include:
 - spending increasing time in the company of other suspected extremists
 - changing their style of dress or personal appearance to accord with the group

- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology
- communications with others that suggest identification with a group/cause/ideology

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others;
- plotting or conspiring with others

- **Honour based violence:** The CPS and Home Office adopt the following definition of HBV: "Honour-based" violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

Protecting children from the risk of radicalisation is part of the College's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences (see Appendix 2 for full details).

- **County Lines:** Criminal exploitation is also known as 'county lines', a situation where gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.
- **Private Fostering:** is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. It is recognized that the local authority must be informed when such arrangements are in place for a child at the school.

(see Appendix 2 for full details of the above issues)

All members of staff at the College should have an understanding of Safeguarding and Child Protection issues and should appreciate the importance of their vigilance. The KSC also has a Whistleblowing Policy which is available in the whole-school Staff Handbook section of the VLE.

The College recognises that it has a duty to protect children who have suffered or who are likely to suffer significant harm, and that it has a duty to provide support for those who are in need of additional support from one or more agencies. Those in the first category will be reported to Children's Social Care immediately by the DSL, those in the second will lead to inter-agency assessment processes, including the Common Assessment Framework (CAF) and the Team Around the Child (TAC). All will be managed in College by the DSL or the DDSL. If the child is deemed to be at risk of serious harm then the guidance for care as given by the Local Area Safeguarding Advisor, or other appropriate authority, will be followed. It is recognised that risks to children are not only those imposed by adults or other students, but also by issues such as self-harm, where expert advice may be needed and where the KSC's Self Harm policy procedures will be followed.

Members of staff may suspect a case of abuse from a variety of sources:

- a student discloses to them personally
- from behaviour of, or marks on, the student (e.g. bruises, welts, lacerations, abrasions)
- indications through schoolwork
- a student informs them that he / she knows or suspects that another student is being abused
- another third party informs them that he / she knows or suspects that a student is being abused.

Child abuse can take many forms and a summary of the possibilities can be found detailed in Appendix 2.

5. Disclosure

If a student starts to disclose, the following procedures are essential:

- REASSURE the student that she / he is right to tell and is not to blame.
- CONFIDENTIALITY: DO NOT promise confidentiality, explain that you have to make sure that the student is safe and may need to ask other adults to help you to do this.
- IT IS CRUCIAL THAT YOU DO NOT QUESTION THE PUPIL - let the student tell you what she or he wants to and no more. The student may have to disclose to a specialist later and too much detail now may interfere with later investigations.
- LISTEN CAREFULLY and repeat the student's words. When the student has finished, make sure that she / he feels secure; explain what you are going to do next.
- FOLLOW UP BY making arrangements with the student to speak to them later. They have chosen you as an adult they can trust.
- REPORT: make notes, including the date and time of the interview and sign them. It is important to record as much as you can remember using the student's own words. Write facts and information only, taking care to avoid opinion. A specific safeguarding incident / concern form ("Green Form") is shown in Appendix 1.
- DO NOT ATTEMPT ANY EXAMINATION or remove a student's clothes to look further at an injury. Under no circumstances should photographs be taken of a student's injury.
- The student should only be examined by an appropriate doctor.
- WITHIN 24 HOURS inform the DSL or DDSL of what has happened. The College's DSL will contact the Social Services Duty Officer for Children and Families, in accordance with KCC Child Protection Procedures. This initial conversation held with Social Services within the 24 hours of reporting may be on a "no names" consultation basis in order to determine whether the referral needs to take place. No member of the College staff shall conduct an investigation concerning child abuse. This will be done by Social Services and / or the police.
- INFORM PARENTS before a referral of a child is made to the Social Services or to the Police, except where it appears that the abuse has been carried out by a parent, the agreement of the student's parents should be obtained in writing providing this will not place the child at an increased risk of harm. Advice on this may be sought from the Local Area Safeguarding Advisor. If the child is deemed to be at risk of serious harm then the guidance for care as given by the Local Area Safeguarding Advisor, or other appropriate authority, will be followed.

➔ Reporting records of concern

The College's safeguarding team consists of the DSL and the DDSL. The DSL is a resident of the College. During the day, the College is supervised by either the DSL, the DDSL or the other Level 3 trained Joint Principal. They can be found in their respective offices or contacted on their work mobile phones, as well as through email. Safeguarding concerns should be reported using the Green Form available in the DSL's and DDSL's office. The Green Form will include:

- Name of the student
- Short summary of the issue / allegation
- The time of the statement
- Where the student is now

➔ Allegations of abuse made against one or more students

If an allegation of abuse is made against one or more students, immediate consultation is required with the Local Area Safeguarding Advisor. This consultation must take place prior to any form of investigation being undertaken by the College. There will be three possible types of investigation:

1. By Social Services and the Police under Section 47 of the Children Act 1989
2. By the Police under criminal law
3. By the College in line with its Behaviour Policy

The initial consultation with the Local Area Safeguarding Advisor will determine whether the allegation reaches the threshold of significant harm to justify a referral to Social Services. If the consultation discussion determines that the allegation does meet the criteria for referral to Social Services as a child protection concern, then the referral is made using a Child Protection Referral Form. If the consultation discussion determines that the allegation does not meet the criteria for referral to Social Services, but there is a concern that the child is at risk of harm then an Early Help referral will be made. If it is deemed that the allegation does not meet the threshold for a child protection referral to Social Services, then it will be investigated internally by the College in line with the College's Behaviour Policy.

➔ Allegations of abuse made against a member of staff or other adult at the College

If an allegation of abuse is made against a member of staff, the allegation must be passed immediately to the DSL or DDSL and consultation with the Local Area Safeguarding Advisor must take place within one working day. The Headmaster will be kept informed by the DSL, but the consultation with Kent Safeguarding must take place

prior to any form of investigation being undertaken by KSC. KSC must consider carefully the possibility of abuse if a member of staff has:

- behaved in a way that had harmed, or may have harmed, a child
- possibly committed a criminal offence against or related to a child
- behaved in a way that indicates he / she is unsuitable to work with children

When a complaint of abuse is made against a member of staff on behalf of a child, there should be immediate consideration of whether the child is at immediate risk and in need of protection. When a complaint is made against a member of the residential staff who lives within the College, alternative arrangements will be made for them to live elsewhere during the investigation process, and alongside this, alternative arrangements will be made for staffing the relevant house duties.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the DSL or DDSL. It is important that the member of staff reporting the concern acts quickly. In the event that the DSL and DDSL are unavailable, the matter should be reported to the most senior person available at the time. An investigation may be impeded if a concern is reported late.

If the concerns are about the DSL, they should be reported directly to the Headmaster.

If the allegation concerns the Headmaster, they must be reported immediately to the Chairman of Governors, without informing the Headmaster.

The Chairman of Governors is the Dean, The Very Rev'd R.A. Willis, who can be contacted at the Deanery.

In the absence of the Chair of Governors, the Vice-Chairman Mr Nick Lyons should be contacted (see page x for contact numbers).

There will be three possible types of investigation:

1. By Social Services and the Police under Section 47 of the Children Act 1989
2. By the Police under criminal law
3. By KSC in line with staff disciplinary procedures

Any investigation would be carried out following the guidelines in “Child Protection Procedures for Managing Allegations against staff within Schools and Education Services” updated in September 2015, and now known as KELSI, by the Children, Families and Education Directorate of Kent County Council.

The Local Authority is responsible for managing child protection issues and any allegations against a member of staff must be reported immediately to the Local Area Safeguarding Advisor. This initial consultation will determine whether the allegation reaches the threshold of significant harm to justify a referral to Social Services. In cases of serious harm, the police will be informed from the outset.

If the consultation discussion determines that the allegation does meet the criteria for referral to social services as a child protection concern, the Local Area Safeguarding Advisor will provide support in making the referral and throughout the subsequent process as required. The College undertakes to report to the Disclosure and Barring Service (DBS) within one month of leaving the College any person whose services are no longer used because he or she is considered unsuitable to work with children. The College will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be deemed appropriate.

Should it be determined in the consultation discussion that the Allegation does not meet the threshold for a child protection referral to social services, then the Local Area Safeguarding Advisor will advise on further action that may be taken by the College in investigating the matter internally in line with the staff disciplinary procedures.

6. Review

The Safeguarding policy is submitted annually, or following any significant changes, to the Governors and signed off by the Chair of the Full Board. The Governors will ensure that any faults are rectified by the DSL and the Governor responsible for Safeguarding and Child Protection following their review.

Useful contact details

College

- College DSL Mrs Johanna Prior 01227 818560 (office)
07923 382345 (work mobile)
- College DDSL Ms Suzanne Kuster 07923 382344 (work mobile)
- KSC HR Emma Chivers 01227 595721 (office)

Kent Safeguarding

- East Kent Area Safeguarding Advisor 01227 284636
(Education) at Brooke House, 07740 183807
Reeves Way, Whitstable, Kent CT5 3SS
- Independent Safeguarding Authority (ISA) 01325 953795
PO Box 181, Darlington DL1 9FA
- The Duty Officer at Social Services 08458 247100
- Kent Police Child Abuse Investigation Unit 01622 690690
- Out of Hours Child Protection Central Duty 03000 419191

Prevent

- DfE helpline for non-emergency advice 020 73407264
counter-extremism@education.gsi.gov.uk
- Serious concerns: Police 101
- UK anti-terrorist hotline 0800 789321
- Immediate threat 999
www.gov.uk/report-terrorism
- FGM helpline 0800 028 3550
fgmhelp@nspcc.org.uk

Appendix 1

“Green Form”

Safeguarding Record of Concern

<p>Pupil's Details:</p> <p>Name</p> <p>House</p>	<p>Does the pupil know this form has been completed?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>Why are you concerned about this pupil? (Please provide a description of any incidents/ conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself.)</p>	
<p>What have you observed and when? (This relates to anything you have personally witnessed)</p>	
<p>What have you been told and when? (Write here anything you have been told by the pupil or another person. Be clear about who has said what)</p>	
<p>What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated)</p>	

<p>Do the pupil's parents know this form has been completed? (Parents should not be contacted by anyone in the School if this could place the pupil at risk)</p> <p style="text-align: center;"> Yes No <input type="checkbox"/> <input type="checkbox"/> </p>	
<p>Does the pupil have any visible injury or have they told you they have been injured?</p> <p style="text-align: center;"> Yes No <input type="checkbox"/> <input type="checkbox"/> </p> <p>If Yes, has medical advice been sought?</p>	
<p>Date and time of this record:</p>	<p>Signature:</p> <p>Full name:</p>
<p>Name and position of the person this record was handed to:</p> <p>Date and time the above person received this record:</p>	

This form must be returned to the DSL, with any notes attached. If you have concerns about filling the form in then ask for guidance from the DSL or any of the Safeguarding Deputies. You should not seek guidance from other staff.

Appendix 2

Types of Abuse

Abuse is defined as a form 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 others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Child abuse can take many forms, but is usually divided into four categories:

1. Physical injury

Physical abuse is a form of abuse which 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.

Physical indicators include:

- unexplained bruises/welts/lacerations/abrasions:
- on face, lips, mouth or torso, back, buttocks, thighs, in various stages of healing
- clustering, forming regular patterns
- reflecting the shape of article used e.g. belt, buckle, electrical flex
- on several different surface areas
- bite marks or fingernail marks which regularly appear after absence e.g. after a weekend

Unexplained burns:

- cigar or cigarette burns, especially on soles, buttocks, palms or back
- immersion burns where hands, feet or body have been forcibly immersed in very hot water
- patterns like electrical burner, iron etc.
- rope burns on arms, legs, neck or torso

Unexplained fractures:

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

Behavioural indicators include:

- flinching when approached or touched
- reluctance to change clothes for P.E. lessons
- wary of adult contacts
- difficult to comfort
- apprehension when other children cry
- crying or irritability
- frightened of parents
- afraid to go home
- rebelliousness in adolescence
- behavioural extremes – aggressiveness, withdrawal, impulsiveness
- reports injury caused by parents
- apathy
- depression
- poor peer relationships
- panics in response to pain.

2. Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, and is 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; failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision; or failing to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical indicators of neglect include:

- consistent hunger
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

Behavioural indicators include:

- begging; stealing food
- constant fatigue, listlessness
- poor relationship with care-giver
- frequent delays in picking child up from school

3. Sexual abuse

Sexual abuse involves the 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.

Physical indicators include:

- difficulty in walking or sitting down
- stained or bloody underclothing; pain or itching in the genital area
- bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- vaginal discharge
- bed wetting
- excessive crying
- sickness

Behavioural indicators include:

- inappropriate sexual behaviour or knowledge for the child's age
- promiscuity
- sudden changes in behaviour
- running away from home
- wary of adults
- feeling different from other children
- unusual avoidance of touch
- reporting of assault
- substance abuse e.g. glue sniffing
- emotional withdrawal through lack of trust in adults
- over compliance with requests of others
- frequent complaints of unexplained abdominal pains
- eating problems or sleeping disturbances
- poor peer relationships
- possessing money or 'gifts' that cannot be properly accounted for
- inappropriately sexually explicit drawings or stories
- enuresis or soiling, especially at the end of the school day
- frequent non-attendance at school
- avoidance of school medicals

4. Emotional Abuse

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 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 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.

Physical indicators include:

- failure to thrive
- delays in physical development or progress

Behavioural indicators include:

- sucking, biting, rocking
- anti-social, destructive behaviour
- sleeping disorders, inhibition of play
- compliant, passive, aggressive, demanding, inappropriately adult or infant behaviour
- impairment of intellectual, emotional, social or behavioural development

In addition, as noted in the main body of the policy, all staff need to be mindful of the following:

5. Child sexual exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

6. Female genital mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this.

7. Radicalisation and the Prevent duty

The College has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The College aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The College is committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The College has adopted the Government's definitions for the purposes of compliance with the Prevent duty: Extremism: "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". Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. College staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour,

family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

8. Honour based violence:

<https://www.cps.gov.uk/legal-guidance/honour-based-violence-and-forced-marriage>

The CPS and Home Office adopt the following definition of Honour Based Violence (HBV): "Honour-based" violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community." There is no statutory definition of HBV. There is no specific offence of "honour-based" crime". It is an umbrella term to encompass various offences covered by existing legislation. 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. A Forced Marriage (FM) is a marriage conducted without the

valid consent of one or both parties and where duress is a factor. FM is a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014. Prior to the introduction of the offence, prosecutors dealt with FM cases using existing legislation such as false imprisonment, kidnapping and offences of violence where this is a feature of the offending. Other forms of HBV include practices performed by perpetrators on victims for cultural or socio-conventional motives which have harmful consequences. Some of these practices include (this list should not, however, be considered as complete): FGM; Breast Ironing; dowry abuse. Further information for CPS prosecutors can be found on the Knowledge Hub. Breast ironing is a form of child abuse and whilst there is no specific offence it can still be prosecuted under UK law. Please refer to the CPS legal guidance on Child Abuse. Since 2010, the CPS identifies and flags all cases of HBV and FM. It is important that these cases are identified and flagged at the beginning so that issues are identified and the case is managed properly. Therefore, this guidance must also be read in conjunction with the Guidance on Identifying and Flagging HBV and FM.

9. County Lines

<http://www.nationalcrimeagency.gov.uk/publications/832-county-lines-violence-exploitation-and-drug-supply2017/file>

The main indicators are:

10. Returning home late, staying out all night or going missing
11. Being found in areas away from home
12. Increasing drug use, or being found to have large amounts of drugs on them ☒
13. Being secretive about who they are talking to and where they are going ☒
14. Unexplained absences from school, college, training or work
15. Unexplained money, phone(s), clothes or jewellery
16. Increasingly disruptive or aggressive behaviour
17. Using sexual, drug-related or violent language you would not expect them to know
18. Coming home with injuries or looking particularly dishevelled
19. Having hotel cards or keys to unknown places

Appendix 3

As of September 2018 and with only 25 students, the College safeguarding team consists of just the DSL and the DDSL. If / when student numbers grow, the team may have to grow, too.

DSL

Staff training:

Alongside Emma Chivers the DSL takes responsibility for all “academic” staff safeguarding training, working alongside Emma. “Academic” in these circumstances is taken to mean any colleague who has direct, potentially one to one contact, with students. This DSL will ensure that all training materials are fully updated, at least annually, in line with the latest legislation. This DSL will deliver training both to new staff at induction and also throughout the year whenever updates are necessary. This DSL will liaise closely with Emma to ensure that all training records are up to date, and will help Emma to chase those who need chasing. This is necessarily a proactive role at all times of the year as new staff start any time.

Safeguarding handbook:

The DSL maintains the Safeguarding Handbook on the VLE and takes on the circulation of other publications which are relevant, including disseminating the relevant information gained from regular updates which come to us from a variety of organisations.

DDSL

Online Safeguarding

This role has specific and continued training in all online matters and will train to become a CEOP ambassador. This will lead to a very proactive role and since the DDSL is also the College’s Health and Well Being Teacher, which includes PSHE, she will be ideally placed to integrate this important matter into the curriculum. The role will also review how we interact with our IT provision. This DDSL will maintain and update the E-Safety policy.

Student training

This will be delivered to all year groups through the Health & Well Being syllabus, as well as College meetings, as is appropriate at the time. Records of training are to be kept on the Safeguarding VLE pages.