BILBOROUGH
SIXTH FORM COLLEGE

Safeguarding

Policy & Procedure

Update:	August 2023
Reviewed:	Annually
Lead Responsible:	Michelle Harvey, Assistant Principal, Student Support Services

Introduction

BFMAT has accountability and overall responsibility for the safeguarding of young people and vulnerable adults across its academies. BFMAT assumes a strategic responsibility to ensure compliance at a local level. Each College/Academy has a Safeguarding Policy, overseen by the College/Academy DSL, together with the Senior Leadership Team and the LGB. These Policies will also be reviewed at Trust level by the trustee Safeguarding Leads.

The College/Academy will maintain and review an individual Safeguarding Policy, with detailed processes and procedures relevant to each Academies' local context.

"At Bilborough College we are committed to safeguarding and promoting the welfare of young people and vulnerable adults and we expect our staff and all those associated with the College to share this commitment."

Safeguarding is the responsibility of all college staff and our approach to Safeguarding is underpinned by the following 3 principles

1. A belief that everyone who comes in to contact with young people and their families has a role to play in safeguarding. All Governors, employees and volunteers share a responsibility in identifying possible concerns, sharing information appropriately and taking prompt action. However, it should be remembered that sometimes young people will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

2. An assumption that all employees will adopt an attitude of "better safe than sorry" where safeguarding and the well-being of young people is concerned.

3. An expectation that when there are concerns about a young person's safety and welfare, that employees will always act in the best interests of the young person.

The College will therefore:

- Proactively safeguard all College learners and will encourage students to adopt this same positive attitude towards the well-being and welfare of their fellow learners

- Assess the risks and issues in the wider community when considering the well-being and safety of its students

- Provide opportunities to raise awareness of safeguarding issues in the Skills and Progression lesson and wider curriculum e.g. prevent, positive mental health, CSE, FGM, online safety, radicalisation, domestic abuse, child on child abuse, consent. Young people are taught to recognise when they or someone they know is at risk and how to get help when they need it. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual young people, including those who are victims of abuse, and young people with special educational needs or disabilities

- Establish and promote a safe environment (physically as well as in terms of ethos and culture) where students can learn and develop, feel secure, are encouraged to talk, express views and are listened to.

- Establish and promote an environment where students and staff respect each other's values and support each other.

- Actively promote a culture which does not tolerate any form of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.

- The college assesses the risks and issues in the wider community when considering the well-being and safety of its students. 'Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. KCSIE 2023

- Ensure that students know that there are staff in the College whom they can approach if they are worried, who these staff are and how they can be contacted. We will always act in the best interest of the young person.

- Protect, support and raise awareness of the issues relating to the welfare and well-being of our young people (including child protection/safeguarding/Prevent issues) and equip our students with the skills needed to keep themselves safe.

- Safeguard College staff in carrying out their duties in teaching and supporting learners at the college

- Prevent unsuitable people working with young people by actively promoting safe recruitment practices in checking the suitability of staff and volunteers to work with students.

- Ensure that college meets the guidance in KCSIE 2023 where college is used for non-school activities. If an allegation related to an incident that happened when an individual or organisation was using college premises, we will follow our own safeguarding policy and procedures, including informing the LADO.

- Develop, implement and constantly review procedures for identifying and reporting cases, or suspected cases, of abuse, harm or radicalisation.

- Support students who have been abused in accordance with their agreed child protection plan

- Young people who identify as LGBT are recognised as being potentially at greater risk of harm. It is acknowledged that young people who are perceived as being LGBT by other young people are at a similar or same level of risk as young people who identify as LGBT. KCSIE 2023 highlights that the risks faced by LGBT young people may heighten if they do not have a '**Trusted Adult'** in their life who they can be open with. The LGBT Trusted Adult for Bilborough College is **Damian Higgins,** damian.higgins@bilborough.ac.uk

  Our policy reflects the underlying safeguarding principles of: -

1. **Prevention**. Providing a safe environment for young people through robust safer recruitment policies, promoting a positive College atmosphere, and ensuring that a strong commitment to the well-being and welfare of our students underpins our approach to teaching, learning and pastoral support for students.

2. **Protection** Ensuring that all employees are appropriately trained and supported to identify and respond suitably and sensitively to safeguarding issues. (It is vitally important all staff are aware of the signs presented by young people who are suffering, or likely to suffer, significant harm, maltreatment, e.g., by neglect, physical injury, sexual abuse, harmful sexual behaviours (HSB) emotional abuse and radicalisation)
3. **Support.** Taking appropriate action to see that such young people are kept safe in college and also to work with other agencies to support their welfare and safety outside of the college environment.

Better Safe than Sorry

In pursuit of the above the College Governors and Management will annually review the Safeguarding policies and procedures to ensure they are effective and remain fit for purpose.

The Governing Body and College Management will receive an Annual Report on Safeguarding from the Senior Staff Member with Lead Responsibility which reviews how the duties have been discharged.

The following staff in college have all been trained to 'designated safeguarding lead' standard and are accredited by Notts City Council.

Michelle Harvey	Assistant Principal, Student Support, Designated Safeguarding Lead, Prevent Lead (SPOC) and Designated Senior Mental Health Lead
Monique Norcliffe	Student Support Manager, Deputy Prevent Lead
Helen Ginns-Farrow	Welfare Officer –lead responsibility for LAC
James Quested	Head of Bilborough Extra
Helen Smith	Specialist Teacher
Gemma Chapman	Lead Skills and Progression Teacher
Ryan Sainty	Psychology Teacher
Helen Maddison	EPQ Teacher

A. <u>What do we understand to be involved in Safeguarding?</u>

Safeguarding is not just about protecting young people from deliberate harm. It also relates to wider aspects of student well-being and welfare. Our ethos is that effective safeguarding can only be achieved by putting young people at the centre of all we do. Following Keeping Children Safe in Education September 2023 we maintain that college has a duty and responsibility to promote safeguarding and well-being including: -

- Student health, safety and well-being, including their mental health and physical health
- Meeting the needs of young people with special educational needs and/or disabilities
- Meeting the needs of young people with medical conditions.

- Meeting the needs of young carers, looked after and previously looked after young people, those living independently and those that are homeless or living in temporary accommodation
- Meeting the needs of those vulnerable to discrimination and maltreatment on the grounds of protected characteristics such as disability, race, ethnicity, religion, gender or sexuality
- Providing first aid.
- Ensuring safety and well-being on educational trips and visits.
- Online safety and associated issues, including effective and functioning filtering and monitoring systems.
- Ensuring we have appropriate arrangements to ensure campus security, considering the local context and in preparation for the Protect Duty, Martyn's Law.
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Safeguarding can involve a range of potential issues, and can cause harm to both a victim and a witness, these include:

- Impairment of young people's mental and physical health or development.
- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Child on child abuse this is likely to include, but may not be limited to, coercion, bullying, cyber bullying, harmful sexual behaviours (HSB), sexual violence, sexual harassment, sharing nudes or semi-nudes, other sexual imagery, and online abuse.
- Racist, disability and homophobic, biphobic or transphobic abuse.
- Serious violence, gender-based violence/violence against women and girls including FGM
- Extremist behaviour i.e. radicalisation.
- Child sexual exploitation and human trafficking.
- The impact of new technologies, including, sending nudes or semi-nudes, accessing pornography, vulnerability to grooming.
- Substance misuse by the child or young person
- Particular issues affecting young people including domestic abuse, sexual exploitation, female genital mutilation and forced marriage
- Child Abuse linked to faith or belief
- Mental health issues including self-harming
- Child Trafficking
- Students missing from education, including those absent for repeated or prolonged periods.
- Child criminal exploitation County Lines
- Sexual violence or sexual harassment
- Issues which may be specific to a local area or population, for example gang activity, youth violence and knife crime.

Please see **appendix 3 and 3a** for further information on safeguarding issues, signs and indicators.

Child on child Abuse and Sharing nudes and semi-nudes

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for young people. Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexual touched/assaulted or boys being subject to initiation-type violence. However, this type of behaviour occurs in non-binary and across genders. All child-on-child abuse is unacceptable and will be taken seriously.

At Bilborough College we believe that all young people have a right to attend college and learn in a safe environment. Young people should be free from harm by adults in the college and other students. Both staff and students are made aware of the types of abuse and the systems in place to report any incidents.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the college's disciplinary procedures. All incidents of child on child abuse are recorded on a S form. KCSIE 2023 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment. When responding to disclosures of sexual abuse and sexual violence the time, place, date and a written report must be recorded. In addition, confidentiality should never be promised. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. Please see **appendix 9**, reporting sexual violence and sexual abuse.

Child on child abuse allegations made against students in the college, by others, may include abuse in intimate personal relationships between peers, bullying (including cyberbullying, prejudice-based and discriminatory bullying), physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual abuse and sexual harassment. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against a student and refers to their behaviour towards another young person or a more vulnerable student.
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the college
- indicates that other young people may have been affected by this student
- indicates that young people outside the college may be affected by this student

At Bilborough College we will support the victims, perpetrators and any other children affected by child on child abuse, please see protection for students from child on child abuse (Protection for Students from Child on Child Abuse at college) policy 2021.

At Bilborough College we recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.

In cases of sharing nudes and semi-nudes (previously known as sexting) we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2020: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

E Safety (see Appendix 7 for full details on e-safety within college)

The College recognises the benefits and opportunities which new technologies offer to teaching and learning. We provide internet access to all learners and staff and encourage the use of technologies to enhance skills, promote achievement and enable lifelong learning. However, the accessibility and global nature of the internet and different technologies available mean that we are also aware of potential risks and challenges associated with such use. These risks can be identified using the 4Cs;

- Conduct: Young people may be at risk because of their own behaviour, for example sharing too much information
- Content: Age-inappropriate or unreliable content can be available to young people.
- Contact: Unwanted contacts e.g. bullies or people who groom or seek to abuse.
- Commercialism: Young people can be unaware of hidden costs and advertising in apps, games and websites.

At Bilborough College we manage this risk by:

"When young people use a college device, or the college's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness. Our filtering and monitoring provider (Lightspeed) allows us to safeguard our students when they use a college platform at home e.g. Microsoft Teams or log onto the college WIFI with a personal device. However, many students are able to access the internet on their own device, using their own data plan. To minimise inappropriate use, as a college we implement appropriate safeguards within the college while supporting staff and learners to identify and manage risks independently and with confidence. We achieve this through a combination of security measures, training of staff and students (through the Skills and Progression programme and the curriculum) guidance and implementation of our policies. Young people are kept safe when they are accessing 'online lessons' whilst out of school' by applying a strict online code of conduct for staff and students.

Filtering and Monitoring

- Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include [specify those that are in use]:
    - Physical monitoring
    - Live software monitoring
    - Monitoring user logs
    - Monitoring individual devices
- We make sure that any college devices used away from the school site are also subject to filtering and monitoring procedures.
- Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.
- All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns

All our staff have taken part in annual cybersecurity training.

Mental Health and Safeguarding

All staff Bilborough College are aware that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.

College staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a young person, and there is also a safeguarding concern, they should raise the issue immediately by speaking to Michelle

Harvey (DSL), Monique Norcliffe (Deputy) or Helen Ginns-Farrow (Deputy), in B1.04, B1.06, B1.05 in student support. Student Positive Mental Health Policy 2021

Young people who are part of the LGBTQ+ community

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

Risks can be compounded where young people who are LGBT lack a trusted adult with whom they can be open. At Bilborough College, we endeavour to reduce the additional barriers faced by proving a safe space for them to speak to **Damian Higgins, LGBT Trusted Adult** KCSIE 2023

Safeguarding Students susceptible to Radicalisation.

As part of the Counter Terrorism and Security Act 2015, colleges have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

Staff should be alert to changes in student's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The Designated Safeguarding Lead has received ongoing training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

The College works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate will seek external support for learners through referrals to the Channel Programme. The college recognises that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group; and further recognises that in many instances the process of radicalisation is essentially one of grooming by others. Definitions of radicalisation and extremism, and indicators of susceptibility to radicalisation are in **Appendix** 3a.

The college uses Skills and Progression lessons and the curriculum to ensure that young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our students are offered a broad and balanced curriculum and Skills and Progression programme that aims to prepare them for life in modern Britain. Teaching the college's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Risk Reduction The Principal and DSL will assess the level of risk within college and put actions in place to reduce that risk. This will include whole staff training on Prevent; regular reviews of campus security, vetting of external speakers and close monitoring (via lightspeed) of online activity and college device usage. When any member of the college

community has concerns that a student may be at risk of radicalisation or involvement in terrorism they should speak to the DSL or deputy.

Safeguarding students who are vulnerable to Exploitation, Forced Marriage, Marriage, Female Genital Mutilation or Trafficking

Our safeguarding policy and the College's values provide the basic platform to ensure young people are given the support to respect themselves and others, stand up for themselves and protect each other. As a college we will keep ourselves up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age appropriate way, in their lesson plans. Our Designated Safeguarding Lead and Safeguarding Officers know where to seek and obtain advice as necessary.

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16- and 17-year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL

Reporting of Female Genital Mutilation With effect from October 2015 all Colleges are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions. 'It is recommended that you make a report orally by calling 101, the single non-emergency number.' 'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'. The procedures also set out what information is needed, in order to make a report. See here: Mandatory Reporting of Female Genital Mutilation: Procedural Information (2022)

Staff should also discuss the situation with the Designated Safeguarding Lead who will consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

Students who go missing, including those with repeated or prolonged absences from Education.

A student going missing and/or absent from education, including repeated or prolonged absences is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage, marriage under the age of 18, county lines involvement or travelling to conflict zones. Knowing where young people are during college hours is an extremely important aspect of Safeguarding. KCSIE (2023) paragraph 175

As a college, we monitor attendance carefully and address poor attendance without delay. We follow up with parents/carers when students are not at college. This means we need to have a least two up to date contacts numbers for parents/carers. Parents/carers should remember to update the college as soon as possible if the numbers change. We will notify relevant external bodies- police/ social services if we have concerns about student well-being.

In response to the guidance in KCSIE 2023 the college has:

1. Staff who understand what to do when young people do not attend regularly
2. Appropriate policies, procedures and responses for students who go missing from education, including repeated or prolonged absences
3. Staff who know the signs of abuse, FGM, forced marriage and triggers for travelling to conflict zones.
4. Procedures to inform the local authority when we plan to take students off-roll and we have other possible safeguarding concerns, when they:

    a. leave college
    b. remain medically unfit beyond compulsory school age
    c. are in custody for four months or more (and will not return to college afterwards); or
    d. are permanently excluded

When a student leaves the college, we aim to record the student's progression route and their expected start date.

Vulnerable students

Vulnerable students include those who have a social worker, students who have a child protection plan and those who are looked after by the local authority. A student may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

At Bilborough College, we recognise that when a young person has a social worker, it is an indicator that the young person is more at risk than most students. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support students who have a social worker, e.g. monitoring of attendance and progress, deputy DSL attends social care meetings.

DSL and deputy DSL know who our most vulnerable students are, and closely monitor those on the edge of receiving children's social care support. We will continue to work with student's social workers and the local authority for looked-after and previously looked-after students.

Privately fostered children and young people are appropriately supported and looked after, they are a potentially **vulnerable group** who should be monitored by the local authority, particularly when the child or young person has come from another country. In some cases, privately fostered children and young people are affected by abuse and neglect, or involved in trafficking, child sexual exploitation or modern-day slavery.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (**under 18, if disabled**) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Parents and private foster carers both have a **legal duty** to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a **criminal offence.** Schools and colleges have a mandatory duty to report to the local authority where they are aware or suspect that a young person is subject to a private fostering arrangement.

At Bilborough staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the young person involved to check that they are aware of their duty to inform the LA. The college itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the college, we will take steps to verify the relationship of the adults to the young person who is being registered.

SEND or certain health conditions and safeguarding challenges

Children and young people with special educational needs and disabilities, and those with certain health conditions, can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration; young people with SEN and disabilities can be disproportionally impacted by things like group isolation or bullying (including prejudice-based bullying) without outwardly showing any signs; and

- difficulties may arise in overcoming communication barriers and difficulties in managing or reporting these challenges.

At Bilborough we identify students who might need more support to be kept safe or to keep themselves safe by e.g. ensuring staff are aware of the potential barriers to recognising a potential safeguarding issue in students with SEND or certain health conditions, providing open door opportunities for these students to speak with specialist staff and those staff aware of safeguarding policies and procedures and work within the boundaries set in any EHCP with respect to vulnerabilities to ensure the student remains safe etc.

Safeguarding Young People and Domestic Abuse

In April 2021, the Home Office Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

At Bilborough staff should notify the designated safeguarding lead when they become aware of or have a suspicion of Domestic Abuse, this includes teenage relationship abuse. Bilborough College staff recognise that when a young person is or has experienced or witnessed Domestic Abuse, that the young person is more at risk than most students. This means that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support students who have or are experiencing Domestic Abuse.

After an incident of Domestic Abuse, the Police inform the DSL or deputy by the following morning, this enables support to be implemented and staff involved with that student are made aware. We continue to work with the Police and other safeguarding parties where necessary.

Bilborough College is part of Operation Encompass. The governing body and senior leadership team endorse the Encompass model and support key adults (DSL and deputy DSL) in our college to fulfil the requirements of the Encompass protocol.

B. Roles & Responsibilities

The Governing Body and College Management have a joint responsibility to ensure that the College has policies and procedures in place in respect of Safeguarding and Child Protection. The Governing Body has a Designated Governor with special responsibility for Safeguarding & Child Protection issues and they have been provided with appropriate training. This lead is Christopher Hulse, he meets with the DSL on at least a half termly basis.

Safeguarding training for all members of the Governing Body of schools and colleges is mandatory to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in college are effective.' This training should be regularly updated. KCSIE 2023

At Bilborough College the Governing Body, Principal and all staff working with young people have received appropriate training to familiarise them with safeguarding issues and responsibilities and the College procedures and policies, with regular refresher training in line with legislation.
In practice all staff receive refresher training on varying aspects of safeguarding every year and often more frequently through staff bulletins and briefings.

Senior Staff Members with Lead Responsibility

The designated Senior Staff Member with Lead Responsibility for Safeguarding and Child Protection issues and
Prevent Lead is:

Michelle Harvey
Assistant Principal, Student Support Services
Tel: 0115 8515000; email: michelle.harvey@bilborough.ac.uk

The Deputy Safeguarding:

Monique Norcliffe
Student Support Manager
Tel: 0115 8515000; email: monique.norcliffe@bilborough.ac.uk

Helen Ginns-Farrow
Welfare Officer
Tel: 0115 8515000; email: helen.ginns-farrow@bilborough.ac.uk

The **Assistant Principal, Student Support Services (APSS)** is a member of Senior Leadership Team and the College Management team. The **Student Support Manager** and **Welfare Officer** are members of the Student Support Team. All have a key duty to take responsibility for raising staff awareness of issues relating to the safeguarding and welfare of young people and vulnerable adults, and the promotion of a safe environment for all those learning within the College.

The staff Member with Lead Responsibility and the Deputies have received training in Safeguarding, Child Protection issues, Prevent and inter-agency working and will receive refresher training at least every 2 years in Child Protection. The post holders are required to keep up to date with developments in Safeguarding and Child Protection issues supported by other members of the safeguarding team and training.

The Senior Staff Member **(APSS)** with Lead Responsibility for Safeguarding is responsible for ensuring that:

- There are policies, procedures and systems in place to safeguard and promote the welfare of all young people and they are updated in a timely manner.

- liaise with the Principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. This includes the expectation that the appropriate adult will ''support, advise and assist'' the young person, and also ''observe whether the police are acting properly and fairly to respect (the young person's) rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not''. Further information can be found in the Statutory guidance PACE Code C 2019. Please see Appendix 10 for information on appropriate adult

- has lead responsibility for filtering and monitoring, including Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) and will work with others to ensure that the school's filtering and monitoring systems are functional and effective.

- act as a point of contact with the safeguarding partners

- They promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and college leadership staff.

- Referral of cases of suspected abuse or allegations to the local Children's Integrated Services Safeguarding Team, the Police or in cases of radicalisation to the Channel Scheme as appropriate.

- Advice and support are available for all staff and volunteers on issues relating to Safeguarding and Child Protection

- All staff and visitors are familiar with the college's approach to safeguarding and their responsibility as an employee/ visitor to the college.

- Parents or carers of young people or vulnerable adults within the College are aware of the College's Safeguarding Policy.

- Proper records are made of any referral, complaint or concern in respect of abuse or safeguarding (even where that concern does not lead to a referral)

- Appropriate liaison takes place with feeder schools in relation to Safeguarding and Child Protection issues to ensure that appropriate arrangements are made for transfer of information on the young people joining the College. There is a time limit of five days for schools to transfer this information.

- Appropriate liaison takes place with the Careers and Progression Manager, Work Experience Co-ordinator, employers and training organisations (including work placements for young people and vulnerable adults at College) in relation to Safeguarding and Child Protection issues to ensure that appropriate safeguards are put in place

- Ensuring that all staff and volunteers receive basic training in Safeguarding and Child Protection issues and are aware of the College Safeguarding Policy and Procedures.

- The HR Department ensures that evidence is provided by employers of external support staff and staff working for organisations providing services at the College centres that their staff have been adequately vetted and trained in safeguarding.

- Will ensure that college meets the guidance in KCSIE 2023 where college is used for non-school activities. If an allegation related to an incident that happened when an individual or organisation was using college premises, we will follow our own safeguarding policy and procedures, including informing the LADO.

- An annual report is presented to the governing body of the College setting out how the College has discharged its duties.

Other Designated Member of Staff for Safeguarding

The other designated members of staff with responsibility for Safeguarding and Child Protection issues are:

James Quested; Head of Bilborough Extra
Tel: 0115 851500; Email: James.quested@bilborough.ac.uk
Gemma Chapman; Lead Skills and Progression Teacher
Tel: 0115 8515000; Email: gemma.chapman@bilborough.ac.uk
Helen Smith; Specialist Teacher
Tel: 0115 8515000; Email: helen.smith@bilborough.ac.uk
Helen Maddison; EPQ Teacher
Tel: 0115 8515000; Email: helen.maddison@bilborough.ac.uk
Ryan Sainty; Psychology Teacher
Tel: 0115 8515000; Email: ryan.sainty@bilborough.ac.uk

If the DSL, deputy or other safeguarding staff are not available, staff should speak to a member of the SLT and/or take advice from local children's social care KCSIE 2023. **Appendix 6** for contact details.

They will

- Report to the senior member of staff with lead responsibility **(APSS)**

- Will know how to make appropriate referrals

- Will be available to provide advice and support to staff and volunteers on issues relating to Safeguarding and Child Protection

- Will have particular responsibility to be available to listen to young people studying at the College

- Will deal with individual cases, including attending Child Protection Case Conferences and review meetings as appropriate.
- Will receive training in safeguarding issues and inter-agency working, as required by the LSCB, and will receive refresher training at least every 2 years

- Will deal with all issues/concerns relating to e-safety incidences.

- Have a shared responsibility for raising awareness with the students in college in all aspects of safeguarding and e-safety.

Designated Governor

The designated member of the governing body with responsibility for Safeguarding is:

Christopher Hulse
c/o Email: claire.bailey@bilborough.ac.uk

The designated governor is responsible for liaising with the Principal and Senior Staff Member **(APSS)** with Lead Responsibility over matters regarding safeguarding, including:

- Ensuring that the College has effective procedures and policies which are consistent with the Local Safeguarding Children Board's procedures.

- Ensuring that the Governing Body considers the College policy on Safeguarding each year.

- 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.

- Takes a lead responsibility for ensuring the filtering and monitoring standards are met and the filtering and monitoring system is functional and effective.

The designated governor may also be a key link in the liaison with the Children's Integrated Services Safeguarding Team in connection with allegations against the Principal or the senior staff member with lead responsibility. This will not involve undertaking any form of investigation but will ensure good communication between the parties and the provision of information to assist enquiries. To assist in these duties, the designated governor shall receive appropriate training as directed by the LSCB. A chart detailing the roles and responsibilities for Safeguarding and Child Protection is attached as **Appendix 4**.

All staff are provided with safeguarding training at induction and receive ongoing basic training at least every 3 years. In addition, all staff and volunteers are required to sign a declaration to say that they have read and understand the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' revised by the Department for Children, Schools and Families (DCSF) in February 2022.

All governors, staff, students, volunteers, external support workers and partners are required to wear lanyards and/or identity badges at all times.

Summary sheets regarding the safeguarding procedure for Bilborough College are issued to all staff to advise how to handle a disclosure by a young person or vulnerable adult.

C. Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

Recognising Abuse – General Considerations

- The college does not need proof of abuse before we make a referral. We will take seriously anything a young person tells us about. It is not our responsibility to determine blame or otherwise. Concerns may come from various sources, for example, a suspicion, complaint, or disclosure made by a young person, parent or other adult within or outside of the organisation, or as a result of vetting checks undertaken.

At Bilborough College we recognise the possibility that adults working in the College may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Principal without delay; any concerns about the Principal should go to the Chair of Governors (Nicola Harrold) who can be contacted by c/o Email: claire.bailey@bilborough.ac.uk

- We recognise that child abuse occurs to young people of both sexes and all ages, in all cultures, religions and social classes and to young people with or without disabilities. All at college need to be alert to signs that a young person may be at risk of significant harm. (NB Young people are defined as young people below the age of 18)

- The recommended criteria for recognition of abuse can be found in Nottinghamshire, Nottingham City Safeguarding Children Partnership, **Appendix 1**. However, it is emphasised that some of the points are not always appropriate for the 16-18 age group.

Procedure for safeguarding

All staff have a 'duty of care' to safeguard young people. In order to do it is helpful to consider and act upon The 5R's:

The 5 Rs

Safeguarding is the responsibility of the whole college community and all have an active responsibility to make the learning environment safe and secure for all. If a young person does not give consent to share their information, The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping young people safe.' All staff have a 'duty of care' to safeguard young people.

Staff will find it helpful to consider and act on the ***5 Rs*** –

Recognition*	The ability to recognise behaviour that may indicate abuse or radicalisation is of fundamental importance. Abuse or radicalisation may occur on the College premises or in the home or in any other setting in which the learner may find themselves. The college is committed to regular staff development/ safeguarding
	updates so all staff are aware of possible safeguarding issues, can identify and act appropriately to support young people.

Response*	Appropriate response is vital. No report of, or concern about, possible abuse/radicalisation should ever be ignored. Advice to staff*;- Do not lead or probe with questions. Remain calm and demonstrate interest and concern. Listen well. Inform the person sharing a concern with you that the concerns they have raised must be recorded and passed on so that possible abuse or radicalisation can be dealt with, and that this will be done on a limited "need to know" basis, and all in the chain of reporting will respect confidentiality. Reassure that they have done the right thing in reporting their concerns and that you will do everything you possibly can to help. Do not make unrealistic promises.
	* sometimes young people will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful However, It is important that staff maintain a professional curiosity, and continue to build a trusting relationship, staff should speak with the DSL.
Reporting*	You should report your concerns directly to one of the members of staff with specific, designated responsibility for dealing with all issues relating to Safeguarding. All concerns should be reported, including **low level concerns. Where this involves a member of staff please see Managing Allegations Against Staff Policy 2023. Once you have reported concerns about abuse or radicalisation to any of the colleagues mentioned above then the responsibility for taking further decisions and/or actions resides with them. If you are unsure about breaking confidentiality, speak with the DSL and anonymise the information. **NB:** Information can still be shared externally without consent, if you cannot get consent and you are concerned.
Recording	You should record precisely what has been alleged, using the words of the young person. Your record should use accurate quotation. It should also, if felt appropriate, include factual observations about the observable physical and emotional state of the individual sharing their concerns with you. This information should be recorded via the S form in line with confidentiality policy and should be accessible only to those who need to access it as part of action taken to resolve a complaint or allegation.
Referral	A member of the safeguarding team will make a decision to refer a complaint or allegation, having gathered and examined all relevant testimony and information. No one other than the safeguarding team should mount an investigation into complaints, allegations or suspicions of abuse or radicalisation.

**The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour does not meet the threshold for external referral. Where it involves a staff member, 'low-level' means it does not meet the threshold for referral to the Local Authority Designated Officer (LADO) but is not in line with the staff code of conduct. Please see the college's Low-Level Concerns Policy 2023

* At Bilborough College the Recognition, Response & Report of any possible safeguarding issue/concern is promoted as a whole college responsibility and students as well as staff have recognised pathways to follow.

Child Protection Case Conferences

The College will endeavour to be represented at all Child Protection Case Conferences and will inform the member of staff who attends as fully as possible about the College's concerns.

If the College is unable to be represented at the Child Protection Case Conference, a written report will be submitted. This will normally be the responsibility of the designated safeguarding person; however, occasionally they may ask another member to deputise for them.

Supporting Students at Risk

Statistically young people or vulnerable adults with behavioural difficulties and disabilities are most vulnerable to abuse or radicalisation. College staff who work in any capacity with young people or vulnerable adults with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse or radicalisation.

D Procedure for Managing Allegations of Abuse against Adults Working in Education Settings

The Governing Body and College are required to comply with the Notts Local Safeguarding Children's Board Procedure for Managing Allegations against Adults working in Education Settings. Full details of procedures can be found in appendix 5.

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers and out-of- college providers. The word "staff" is used for ease of description.

Whilst out-of-college providers are responsible for their own safeguarding policies and procedures, Bilborough College will follow their own safeguarding procedures where they have concerns about the out-of-school provider. This may include contacting the local authority designated officer in the case of concerns about adults.

E Safer Recruitment Policy Statement

The College aims to attract, reward and retain the best available people and to make the maximum possible use of the abilities of all its employees whilst ensuring it safeguards and promotes the welfare of young people and vulnerable adults receiving education and training at the College.

In accordance with legislation, guidance and the requirements of the new Independent Safeguarding Authority the College has a comprehensive Safer Recruitment Policy & Procedure together with separate policies and procedures in respect of recruitment of ex-offenders and the new Vetting & Barring Scheme and Criminal Records Bureau (CRB) disclosures. In addition, all candidates are subjected to an online check as part of due diligence. If any incidents or issues have occurred, and are publicly available online, this will be explored with the applicant at interview.

All governors, staff and volunteers are now required to complete an enhanced Criminal Records Bureau disclosure prior to commencement of employment or voluntary work with the College and will only be permitted to have supervised access to young people and vulnerable adults until clearance has been received. Definition of vulnerable adults **appendix** 8

Appendices

Appendix 1

TYPES OF ABUSE AND NEGLECT

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of young people who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy). All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between young people outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and young people can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Indicators/symptoms of abuse and neglect

Abuse: a form of maltreatment of young people. Somebody may abuse or neglect a young person by inflicting harm or by failing to act to prevent harm. Young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Young people may be abused by an adult or adults or by another young person/s. 'Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.' KCSIE 2023

A young person who's being abused may feel guilty, ashamed or confused. They may be afraid to tell anyone about the abuse, especially if the abuser is a parent, other relative or family friend. That's why it's vital to watch for red flags, such as:

- Withdrawal from friends or usual activities
- Changes in behaviour — e.g. aggression, anger, hostility or hyperactivity — or changes in college performance
- Depression, anxiety or unusual fears, or a sudden loss of self-confidence
- Frequent absences
- Reluctance to leave college activities, as if they do not want to go home
- Attempts at running away
- Rebellious or defiant behaviour
- Self-harm or attempts at suicide

Specific signs and symptoms depend on the type of abuse and can vary. Keep in mind that warning signs are just that — warning signs. The presence of warning signs doesn't necessarily mean that a young person is being abused.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young person.

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.
- Running away

When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

Emotional abuse: the persistent emotional maltreatment of a young person such as to cause severe and adverse effects on the young person's emotional development. It may involve conveying to a young person 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 young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.

Signs of possible emotional abuse:

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

Sexual abuse: involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. The activities may involve physical contact, including assault by 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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people. This often takes place in their own home and the perpetrator is known to the victim.

Signs of the sexually abused young person:

Not all young people are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened.
These are general indicators that young person may be troubled though not necessarily about a sexual assault. The young person may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

A. Behavioural

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Expressing affection in inappropriate ways, eg 'French kissing'
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Sexual promiscuity

Physical/Medical

- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Self-mutilation/suicide attempts

Neglect: the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a young person from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Signs of possible neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance at College
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing
- Poor attendance

Appendix 2 Allegations Against Staff and Low Level Concerns.

Procedure for Managing Allegations Against Staff

The Governing Body and College are required to comply with part four of KCSIE 2023 and the detailed Local Safeguarding Children's Board Procedure for Managing Allegations against Adults working in Education Settings.

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers and contractors. The word "staff" is used for ease of description. Please see Managing Allegations Against Staff Policy 2023.

For Low level concerns please see the college's Low-Level Concerns Policy 2023

Appendix 3

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put young people at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sharing nudes and semi-nudes (also known as youth produced sexual imagery) put young people in danger.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a young person into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse

can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.
- Young people who have older boyfriends or girlfriends; and
-

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all young people with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example). Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.
- Young people who suffer from sexually transmitted infections or become pregnant.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Criminal Exploitation (CCE) CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a young person into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include young people being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- young people who appear with unexplained gifts or new possessions.
- young people who associate with other young people involved in exploitation.
- young people who suffer from changes in emotional well-being.
- young people who misuse drugs and alcohol.
- young people who go missing for periods of time or regularly come home late; and
- young people who regularly miss college or education or do not take part in education.

County lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with young people and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Young people can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. See KCSIE 2023.

Further information on the signs of a young person's involvement in county lines is available in guidance published by the Home Office.

Domestic Abuse In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

a) physical or sexual abuse;
b) violent or threatening behaviour;
c) controlling or coercive behaviour;
d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. (The definition can be found here: Domestic Abuse Act 2021 (legislation.gov.uk)

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Often leaving them with a long lasting emotional and psychological impact on young people. In some cases, a young person may blame themselves for the abuse or may have had to leave the family home as a result KCSIE 2023

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-college to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw the young person from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.

- talking about pain or discomfort between her legs

Female Genital Mutilation reporting procedures

Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education (2023), paragraph 44 says 'whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

What is often less well-know is what a teacher should do next to make a report.

Below is a very short summary and must be read in conjunction with the mandatory reporting guidance.

The mandatory reporting procedures say:

'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.

In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

See here: Mandatory Reporting of Female Genital Mutilation: Procedural Information (2022)

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

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault. A sexual assault offence can include intentionally touching another person and the touching is sexual, no consent given, or does not reasonably believe that consent is given. Kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent can constitute sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- upskirting, which typically involves taking a picture under a person's clothing without them
- knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Nudes and semi-nudes (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the college's policy and procedures with regards to child on child abuse.

Serious violence All staff should be aware of indicators, which may signal that young people are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that young people have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Female Genital Mutilation Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health. All staff should also be aware that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe young people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how young people's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a young person that is also a safeguarding concern, immediate action should be taken, to speak to the designated safeguarding lead or a deputy. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, well-being and resilience among young people including its guidance Promoting children and young people's emotional health and well-being (2021). Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

Appendix 3a

Further reading, safeguarding information

This safeguarding policy contains important additional information about specific forms of abuse and safeguarding issues. All college staff including college leaders and those staff who work directly with young people should read this.

If staff have any concerns about a young person's welfare, they should act on them immediately. They should following the safeguarding procedures and speak to the designated safeguarding lead (or deputy). Where a young person is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Young people and the court system Young people are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Appropriate age related information can be found here Youth crime | The Crown Prosecution Service (cps.gov.uk)

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Children and young people missing, repeated or prolonged absence from education All staff should be aware that young people going missing, particularly repeated and prolonged absences, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a young person going missing in future. Staff should be aware of their school's or college's unauthorised absence and young people missing from education procedures. As a college, we monitor attendance carefully and address poor attendance without delay.

Young people with family members in prison Approximately 200,000 young people in England and Wales have a parent sent to prison each year. These young people are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their young people, to help mitigate negative consequences for those young people.

Domestic abuse The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All young people can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and 103 National Crime Agency - Modern slavery and human-trafficking psychological impact on young people. In some cases, a young person may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in the majority of police forces across England. It helps police and schools/colleges work together to provide emotional and practical help to young people. The system ensures that when police are called to an incident of domestic abuse, where there are young people in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in college. This ensures that the school has up to date relevant information about the young person's circumstances and can enable support

to be given to the young person according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.
National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying young people who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a young person has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets . The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of young people who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the young person's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) So-called 'honour-based' abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when

deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a young person being at risk of HBA, or already having suffered HBA.
Actions If staff have a concern regarding a young person that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers104 that requires a different approach (see following section).

FGM comprises 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.

FGM mandatory reporting duty for teachers 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. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

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 one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding young people from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Marriage Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats

or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. (see KCSIE page 155) (Legal age increases to 18)

Preventing radicalisation young people are susceptible to extremist ideology and radicalisation. Similar to protecting.

young people from other forms of harms and abuse, protecting young people from this risk should be a part of a schools' or colleges' safeguarding approach.

• **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

• **Radicalisation** refers to the process by which a person comes to support terrorism and extremist
ideologies associated with terrorist groups.

• **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

• **Recognising Extremism**

Early indicators and signs of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others
- They become withdrawn and focused on one ideology
- The individual becomes increasingly intolerant of more moderate views
- They may become isolated from family, friends, peers or social groups.
- Decline in the standard of work, Missing lessons

There is no single way of identifying whether a young person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a young person's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in young people's behaviour, which could

indicate that they may be in need of help or protection. Staff should use their judgement in identifying young people who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn. According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which

will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attendhe Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: Channel guidance.

Additional support The department has published further advice for schools on the Prevent duty.
The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

Child on child abuse Young people can abuse other young people. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sharing nudes and semi-nudes and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between young people in colleges. Sexual violence and sexual harassment can occur between two young people of any age and sex. It can also occur through a group of young people sexually assaulting or sexually harassing a single young person or group of young people.

Young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their

educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as
- "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence It is important that school and college staff are aware of sexual violence and the fact young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature'

that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a young person's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment

and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment. The initial response to a report from a young person is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a young person or a young person makes a report to them, they should speak to the designated safeguarding lead (or a deputy).

"Hidden men" and "invisible fathers" are terms often used in response to the idea that male caregivers in a child's life can sometimes be excluded from services or overlooked by professionals working with children and their families. With words like "hidden" and "invisible", you might imagine that these men hide behind the sofa when the health visitor calls round, or camouflage themselves into the wall during a GP appointment. In reality, literature tells us that these men are often not "hidden" at all, but rather "unseen".

Why do male caregivers need to be "seen"?

At every stage in a child's life, male caregivers such as fathers, stepfathers, or mother's partners, play an important role in a child's cognitive, emotional, and physical development1 . They may be primary caregivers or provide support by sharing caring responsibilities. Yet in some cases, fathers and male carers are not able to access service or appropriate parenting support and education to allow them to be the best parent they can be2. Without including men, professionals may also fail to identify positive caring factors or detect potential safeguarding concerns in a child's life.

Thinking about who is "unseen" or "unknown" can help professionals to focus on how to identify and engage with the men in a child's life and consider any support or protection needs.

Why do male caregivers go "unseen"?

Over-focus on maternal care giving
Male caregivers may be overlooked for inclusion in services because some professionals may wrongly assume that women are the sole or main caregivers and that men do not want to participate.

Working hours, lack of outreach from universal services involved in parenting, and an absence of tailored support reduces opportunities for fathers and male caregivers to learn how to care for their child or get support for any problems that they are facing.

Analysis of case reviews found that services relied on the mother to provide information on their child's life, when there were male caregivers with knowledge or concerns to share.

Lack of information sharing
Some case reviews highlight how a lack of information sharing between agencies caused men to go "unseen". For example, practitioners in adult services (such as substance misuse or mental health) may be unaware that a man they are supporting is in contact with children, and therefore don't share potential safeguarding concerns with professionals working directly with children and families.

Fathers and male caregivers may also not be kept up to date with health or safeguarding concerns involving their child, due to services communicating solely with mothers, and so are not able to participate fully in caring for and protecting them.

Professional anxiety or sensitivity
Some case reviews found that in instances where a child's male caregiver was abusive or intimidating, practitioners avoided engaging with them due to fear or anxiety.

Practitioners also sometimes failed to spot an unsafe man in a child's life because they felt uncomfortable assessing the mother's personal or sexual relationships.

(Child Safeguarding Practice Review Panel, 20213; Vincent, Su, Dudley Safeguarding People Partnership, 20214).

How can we ensure that male caregivers are "seen"?
Learning from case reviews has shown how agencies can identify and involve men in a child's life.

Identify
Ask questions and work with a child's primary caregivers to identify any men in the child's life.
'See the adult behind the child' and work with other agencies to find out the members of a child's household and any new adults the child has significant contact with.
Record the different names or aliases fathers and male carers go by, (such as nicknames), which could reduce the risk of them being missed out or mislabelled.

Involve
Expand universal service appointment times to allow fathers and male caregivers to accompany their child to services.
Teach parents about the important role that fathers and male caregivers play in child wellbeing.
Start a dialogue with fathers and male carers about any concerns or harmful behaviours in their own lives. This may reduce the stigma around asking for help and allow them to access appropriate services.

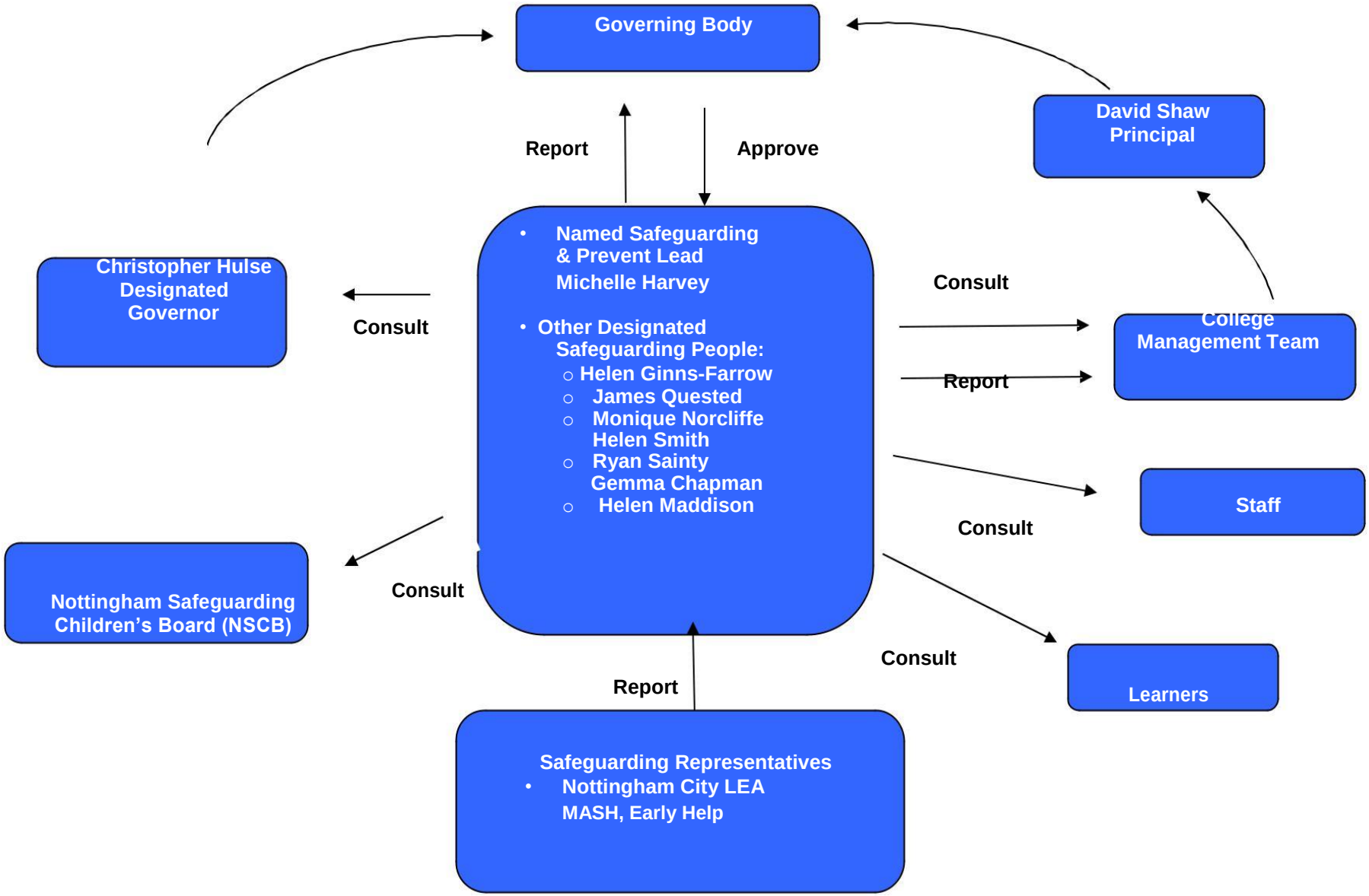
Key points to take away…

Shifting to using "unseen" instead of "hidden" may:

- build a fuller picture of the network of relationships around a child
- identify potential child protection concerns or protective factors in a child's life
- recognise men in need of support for themselves or help with parenting
- help fathers and male carers access support and education to best care for their child.

APPENDIX 4

Roles and Responsibilities for Safeguarding & Child Protection



Appendix 5 Signpost to documents associated with this policy and procedure:

Policy/Document
Managing Allegations Against Staff Policy 2023
Bilborough College Low Level Concerns Policy 2023
Safer Recruitment Policy
Recruitment and Selection Procedure
Probationary Review Procedure
Staff Disciplinary College Intranet
Corporate Equality & Diversity Policy
Staff Code of Conduct 2022
Guidance for safer working practice for those working with children and young people in education settings 2022
Inclusion Policy 2021
BFMAT Register of Gifts and Hospitality Form
Medication and Storage Policy 2021
Work Experience Policy 2022
External Speaker Policy January 2022- 2024
Data Protection Policy
ICT Security Policy 2021
Medication and Storage Policy 2021
Child-on-Child-Abuse-Bullying-and-Harassment-at-College-Policy-August-2023
Student Positive Mental Health Policy 2021
Whistleblowing Policy 2021 BFMAT Whistleblowing Policy
Modern Slavery Policy 2022
Health and Safety Policy Agreement
E safety Policy – Please see appendix 7
Student Disciplinary Policy 2021
Attendance Policy 2023
Faith-and-Mindfulness-Room-Policy-August-2023

Appendix 6

COLLEGE SAFEGUARDING & CHILD PROTECTION KEY CONTACTS

Senior Staff Member with Lead Responsibility

Michelle Harvey, Assistant Principal, Student Support Services
Tel: 0115 8515000, Email: michelle.harvey@bilborough.ac.uk

Other Designated Safeguarding People

Staff with key responsibilities regarding safeguarding January 2020 onwards:

Helen Ginns-Farrow, Welfare Officer
Tel: 0115 8515000; Email: Helen.Ginns-Farrow@bilborough.ac.uk

Monique Norcliffe, Student Support Manager
Tel: 0115 8515000; Email: Monique.norcliffe@bilborough.ac.uk

James Quested, Head of Bilborough Extra
Tel: 0115 8515000; Email: James.quested@bilborough.ac.uk

Gemma Chapman; Lead Skills and Progression Teacher
Tel: 0115 8515000; Email: gemma.chapman@bilborough.ac.uk

Helen Maddison; EPQ Teacher
Tel: 0115 8515000; Email: helen.maddison@bilborough.ac.uk

Helen Smith; Specialist Teacher
Tel: 0115 8515000; Email: helen.smith@bilborough.ac.uk

Ryan Sainty; Skills and Progression Teacher
Tel: 0115 8515000; Email: ryan.sainty@bilborough.ac.uk

If the DSL, deputy or other safeguarding staff are not available, staff should speak to a member of the SLT and/or take advice from local children's social care

Safeguarding Representatives

Designated Governor
Christopher Hulse
Email: c/o claire.bailey@bilborough.ac.uk

Nottinghamshire City Council – LEA
Karen Sheed (Help and Advice)
0115 8764725
Email: karen.sheed@nottinghamcity.gov.uk

Nottingham Childrens services - 0115 876 4800 /0115 876 5600 (city)

LADO - Nottingham and Nottinghamshire
Managing Allegations and concerns by adults who work or volunteer with children Strategic issues

Caroline Hose. Email**: LADO** LADO@nottinghamcity.gov.uk

Make a referral to the LADO, complete the following form and email to the address on the form. LADO Referral Form

Mrs Claire Maclean, Schools and Education Safeguarding Coordinator, Tel: 0115 8764749
Email: Claire.Maclean@nottinghamcity.gov.uk

Nottinghamshire County Council

Child and Family Services Notts County Council:
Tel: 01158041248
Email: **early.help@nottscc.gov.uk**

The Nottinghamshire Multi-Agency Safeguarding Hub (MASH):
Tel: 03005008090
Email: **mash.safeguarding@nottscc.gov.uk**.

Nottinghamshire Safeguarding Children's Partnership:
Email: **info.nscp@nottscc.gov.uk**
Address: Nottinghamshire Safeguarding Children Partnership, County Hall, West Bridgford Nottingham, NG2 7QP

Hazel McKibbin, Service Manager, Safeguarding Children (Strategic) and LADO:
Tel: 0115 9773921

Eva Callaghan, Schools, FE Colleges and Early Years Referrals (including nurseries and childminders):
Tel: 0115 8041272

Nottingham City Council

Nottingham City Children and Families Direct
Tel: 0115 876 4800
Email: **candf.direct@nottinghamcity.gov.uk**

LADO (Local Authority Designated officer) Tina Wright:
Tel:0115 8765501
Email: Tina.wright@nottinghamcity.gov.uk

Derbyshire County Council

Child and Family Services Derbyshire:
Tel: 0162953319

Derby Childrens Services - 01332 641172 (professionals consultation line 07812300329)

Derbyshire Childrens services - 01629 533190 (01629 535353 professional consultation line) (referrals online starting point) https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-request-for-support-form.aspx

Allegations against Staff, Volunteers and Carers:
http://www.derbyshirescb.org.uk/professionals(opens in new tab)

Lincolnshire County Council

Lincolnshire Safeguarding Children Partnership (LSCP) – About the LSCP – Lincolnshire County Council
Lincolnshire Education Safeguarding Officer: Ruth Fox/Miriam Shucksmith.
TeL: 01522 554695
Email: **safeguardinginschools@lincolnshire.gov.uk**

Lincolnshire Designated Officer (LADO): Rachael Powis, Kim Murray and Ildiko Kiss
Tel: 01522 554674
Email: **LSCP_LADO@lincolnshire.gov.uk**

CMARS – Children's resilience and safeguarding board (northlincscmars.co.uk)
North Lincolnshire Education Safeguarding Officer: Helen Parker
Tel: 07717 586534
Email: **Helen.Parker@northlincs.gov.uk**

North Lincolnshire Designated Officer (LADO): Stacey Darker
Tel: 01724 298293
Email: **stacey.darker@northlincs.gov.uk**

NELSCB – SaferNEL – North East Lincolnshire Safeguarding Children Partnership
North East Lincolnshire Education Safeguarding Officer: Spencer Hunt
Tel: 01472 324968
Email: **nelcsp@nelincs.gov.uk**

North East Lincolnshire Designated Officer (LADO): David Palmer
Tel: 01472 326118
Email: **david.palmer@nelincs.gov.uk**

Appendix 7

Bilborough Sixth Form College e-Safety Policy

1. **Introduction**

This e-safety policy should be read in conjunction with other relevant college policies to which it refers e.g. Safeguarding Policy, ICT Acceptable Use Policy, ICT Security Policy, e-Security, Anti Bullying and Disciplinary Policy, Bilborough College recognises the benefits and opportunities which new technologies offer to teaching and learning. We provide internet access to all learners and staff and encourage the use of technologies in order to enhance skills, promote achievement and enable lifelong learning. However, the accessibility and global nature of the internet and different technologies available mean that we are also aware of potential risks and challenges associated with such use (e.g 4Cs). Many young people have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some young people, whilst at college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Our approach is to implement appropriate safeguards within the college while supporting staff and learners to identify and manage risks independently and with confidence. We believe this can be achieved through a combination of security measures, training, guidance, and implementation of our policies. In furtherance of our duty to safeguard learners, we will do all that we can to make our learners and staff stay e-safe and to satisfy our wider duty of care.

2. Creation, Monitoring and Review

The impact of the e-safety Policy will be monitored regularly with a full review being carried out at least once a year by the safeguarding team. The policy will also be reconsidered where particular concerns are raised or where an e-safety incident has been recorded.

3. Policy Scope

The e-safety Policy applies to all users/all learners and staff/all members of the college community who have access to the college IT systems, whether on the premises or remotely. All users of college IT systems must agree to the ICT Acceptable Use Policy; which includes the e-safety policy statements, each time they logon to the college network. The e-safety Policy applies to all use of the internet and forms of electronic communication such as email, mobile phone, social media sites and use of images/video of the college community.

4. Roles and Responsibilities

There are clear lines of responsibility for e-safety within the college. The first point of contact should be the e-safety leads, Michelle Harvey or Monique Norcliffe, who are available in Student Support, or another member of the safeguarding team in their absence.

All staff are responsible for ensuring the safety of learners and should report any concerns immediately to their line manager. All teaching staff are required to deliver e-safety guidance when using online technology in the classroom and to read through and adhere to the e-safety incident reporting procedure as detailed at the end of this policy. Within classes, learners will be encouraged to question the validity and reliability of materials researched, viewed or downloaded. They will also be encouraged to respect the copyright of other parties and to cite references properly.

When informed about an e-safety incident, staff members must take particular care not to guarantee any measure of confidentiality towards either the individual reporting it, or to those involved.

All learners must know what to do if they have e-safety concerns and who to talk to. In most cases, this will be the e-safety leads, Michelle Harvey and Monique Norcliffe, or Helen Ginns-Farrow, who are available in Student Support, or another member of the safeguarding team. Where any report of an e-safety incident is made, all parties should know what procedure is triggered and how this will be followed up. Where management considers it appropriate, additional support from external agencies may be required.

The safeguarding person, with e-safety responsibility is responsible for keeping up to date with new technologies and their use, as well as attending relevant training. They will be expected to review and update the e-safety Policy, deliver staff development and training, record incidents, report any developments and incidents to Michelle Harvey, Assistant Principal, Student Support Services, and liaise with the local authority and external agencies to promote e-safety within the college community.

Staff will take part in Safeguarding training during the college's inset. Each member of staff has their training attended and date of training, recorded by HR.

Any new or temporary users will receive a new password or temporary password and will be required to accept and agree to the college ICT Acceptable Use Policy, each time they logon to the college network.

All staff are responsible for using college IT systems and mobile devices in accordance with the college's ICT Acceptable Use Policy and the e-safety Policy Statements, which they must agree to each time they logon to the college network. Staff are responsible for attending staff training on e-safety and displaying a model example to learners at all times through good practice.

All digital communications with learners must be professional at all times and be carried out in line with the college Safeguarding Policy. Online communication with learners is restricted to the college network.

External platforms not hosted by the college, such as social media sites, may only be used when they are linked directly to a curriculum area for educational purposes e.g. Twitter, Facebook and should not be used for the promotion of materials or personal use.

Learners:

Learners are responsible for using the college IT systems and mobile devices in accordance with the college ICT Acceptable Use Policy and e-safety Policy Statements, which they agree to each time they logon to the college system.

Learners must act safely and responsibly at all times when using the internet and/or mobile technologies. They are expected to know and act in line with other relevant college policy. They must follow reporting procedures where they are worried or concerned, or where they believe an e-safety incident has taken place involving them or another member of the college community.

5. Cyber Security

During its day-to–day business, Bilborough Sixth Form College collects and processes personal data relating to students, staff, governors and suppliers. The college will do all that it can to make sure the college network is safe and secure. Every effort will be made to keep security software up to date. The college has in place measures to protect against unauthorised or unlawful processing and against accidental loss, destruction of or damage to personal data. These measures include:

- Secure firewall, anti-malware and virus protection
- Password protection and multi-factor authorisation where appropriate
- Customisable and auditable data access controls
- Proactive network monitoring
- Staff training and awareness raising

To complement these measures, the college also has in place a robust and systematic process for reporting and responding to any data security breach and a range of policies and procedures to ensure good practice including Privacy Impact assessment policy and procedure, IT security policy, Data protection policy and the IT Acceptable use policy. These policies, procedures and processes, together with the security measures listed above are designed to increase the safety of college students, staff and systems.

Business continuity is dependent on the integrity and continued availability of the College's IT systems, including computer systems, assets, infrastructure and computing environment. The ICT policy sets out a framework for best

practice to enable the College to comply with all relevant legislation and to maintain the integrity and security of IT systems to protect from internal and external threats due to unauthorised use, modification, disclosure or destruction, whether accidental or intentional and to safeguard the students and staff who use them ICT Security Policy 2021

The college is currently using the Lightspeed monitoring and filtering service in line with the Acceptable Use Policy. "When young people use a college device, or the college's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness. Our filtering and monitoring provider (Lightspeed) allows us to safeguard our students when they use a college platform at home e.g. Microsoft Teams or log onto the college WIFI with a personal device. However, many students are able to access the internet on their own device, using their own data plan. To minimise inappropriate use, as a college we implement appropriate safeguards within the college while supporting staff and learners to identify and manage risks independently and with confidence. We achieve this through a combination of security measures, training of staff and students (through the Skills and Progression programme and the curriculum) guidance and implementation of our policies. Young people are kept safe when they are accessing 'online lessons' whilst out of school' by applying a strict online code of conduct for staff and students

6. Behaviour

Bilborough College will ensure that all users of technologies adhere to the standard of behaviour as set out in the ICT Acceptable Use Policy, which they agree to each time they logon to the college network. The college will not tolerate any abuse of IT systems.

Whether offline or online, communications by staff and learners should be courteous and respectful at all times. Any reported incident of bullying or harassment or other unacceptable conduct will be treated seriously and in line with the student and staff disciplinary codes and Child on child abuse/Anti Bullying Policy.

Where conduct is found to be unacceptable, the college will deal with the matter internally. Where conduct is considered illegal, the college will report the matter to the police. The flowchart at the end of this policy makes it clear what sanctions will be applied for specific behaviours.

7. Use of Images and Video

The use of images, or photographs, is popular in teaching and learning and should be encouraged where there is no breach of copyright or other rights of another person (e.g. images rights or rights associated with personal data). This will include images downloaded from the internet and those belonging to staff or learners.

All learners and staff receive training on the risks when taking, downloading and posting images online and making them available to others. There are particular risks where personal images of themselves, or others are posted onto social networking site. For the learner this is embedded into the Skills and Progression programme and during inset for staff.

Bilborough College teaching staff will provide information to learners on the appropriate use of images . This includes photographs of learners and staff as well as using third party images. Our aim is to reinforce good practice as well as offer further information for all users on how to keep their personal information safe.

Use of photographs of activities on the college premises should be considered carefully. Learners sign a consent form during the application process, either allowing or withdrawing consent for the college's use of a learner's image. Approved photographs should not include names of individuals without consent.

8. Streaming live lessons

Live streamed lessons are to be recorded by the lead member of staff, the aim is to safeguard staff and students, this recording will be deleted after 30 days. Recordings will not be shared if a student misses a streamed lesson, students may not want their contributions sharing. Only channels provided by the college are permitted e.g.

Teams and college emails. Video permissions are given to both staff and students with blurred backgrounds, however, this is optional for students and staff. Staff should make students aware of the terms of use e.g. only appropriate classroom behaviour will be tolerated, staff can remove a student from the class if it is inappropriate. Any concerns should be addressed with Michelle Harvey.

9. Incidents and Response

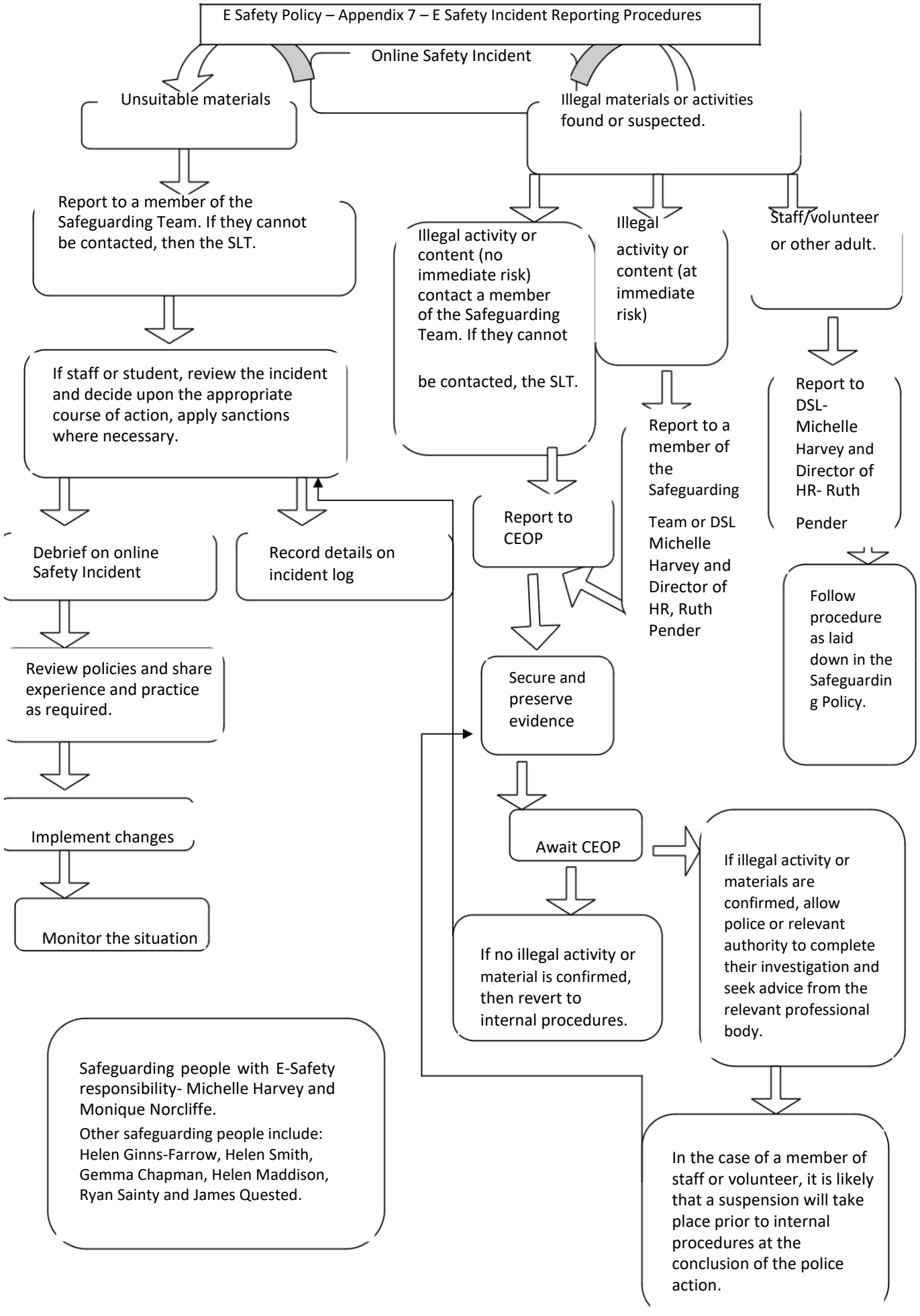
Where an e-safety incident is reported to the college this matter will be dealt with very seriously. The college will act immediately to prevent, as far as reasonably possible, any harm or further harm occurring. If a learner wishes to report an incident, they can do so to their Skills and Progression Teacher or to a member of the college Safeguarding Team.

Where a member of staff wishes to report an incident, they must contact Michelle Harvey or Monique Norcliffe without delay. Following any incident, the college will review what has happened and decide on the most appropriate and proportionate course of action. Sanctions may be put in place, external agencies may be involved or the matter may be resolved internally depending on the seriousness of the incident. The e-safety incident reporting procedure flowchart, at the end of this document, lists behaviours and their consequences. This is in line with the college's ICT Acceptable Use Policy. Serious incidents will be dealt with by senior management, in consultation with appropriate external agencies.

E-SAFETY

POLICY STATEMENTS

- I will not visit sites which contain items that are illegal, defamatory, pornographic or in any way offensive.
- I will observe the rules and laws regarding copyright and plagiarism.
- I will not download files to any college computer.
- I will observe the requirements of the Data Protection Act 2018 and take appropriate steps to protect all personal data.
- I will report any information that I come across which makes me feel uncomfortable or unsafe to my Skills and Progression Teacher or a Safeguarding Officer.
- I agree never to write or send malicious or offensive e-mails and accept that offenders will be reported to, a member of the Safeguarding Team or the Assistant Principal, Student Support Services; depending on the severity of the incident.
- I understand that downloading and/or distributing offensive/illegal materials will lead to exclusion and possibly the involvement of the police.
- I will not record or share any live streamed lessons.
- I agree to use photographs and video clips only with the specific permission of staff and students and only for educational purposes.
- I understand that if I am found to be involved in on-line bullying, that this will be dealt with in line with the college's protection for students from child-on-child abuse (bullying and harassment at college) policy 2021.
- I will never give my log in details to anyone else or attempt to access the network using a log in that is not my own.
- I will never slander staff, students or the college on a social networking site, e.g. Facebook, Twitter, Snapchat, Instagram etc.
- I am aware that all of the college's devices are monitored externally for the purpose of safeguarding students. This includes both online and offline activity.


E Safety Policy – Appendix 7 – E Safety Incident Reporting Procedures
Online Safety Incident
Unsuitable materials
Illegal materials or activities found or suspected.
Report to a member of the Safeguarding Team. If they cannot be contacted, then the SLT.
Illegal activity or content (no immediate risk) contact a member of the Safeguarding Team. If they cannot be contacted, the SLT.
Illegal activity or content (at immediate risk)
Staff/volunteer or other adult.
If staff or student, review the incident and decide upon the appropriate course of action, apply sanctions where necessary.
Report to a member of the Safeguarding Team or DSL Michelle Harvey and Director of HR, Ruth Pender
Report to DSL- Michelle Harvey and Director of HR- Ruth Pender
Debrief on online Safety Incident
Record details on incident log
Report to CEOP
Follow procedure as laid down in the Safeguarding Policy.
Review policies and share experience and practice as required.
Secure and preserve evidence
Implement changes
Await CEOP
Monitor the situation
If no illegal activity or material is confirmed, then revert to internal procedures.
If illegal activity or materials are confirmed, allow police or relevant authority to complete their investigation and seek advice from the relevant professional body.
Safeguarding people with E-Safety responsibility- Michelle Harvey and Monique Norcliffe.
Other safeguarding people include: Helen Ginns-Farrow, Helen Smith, Gemma Chapman, Helen Maddison, Ryan Sainty and James Quested.
In the case of a member of staff or volunteer, it is likely that a suspension will take place prior to internal procedures at the conclusion of the police action.

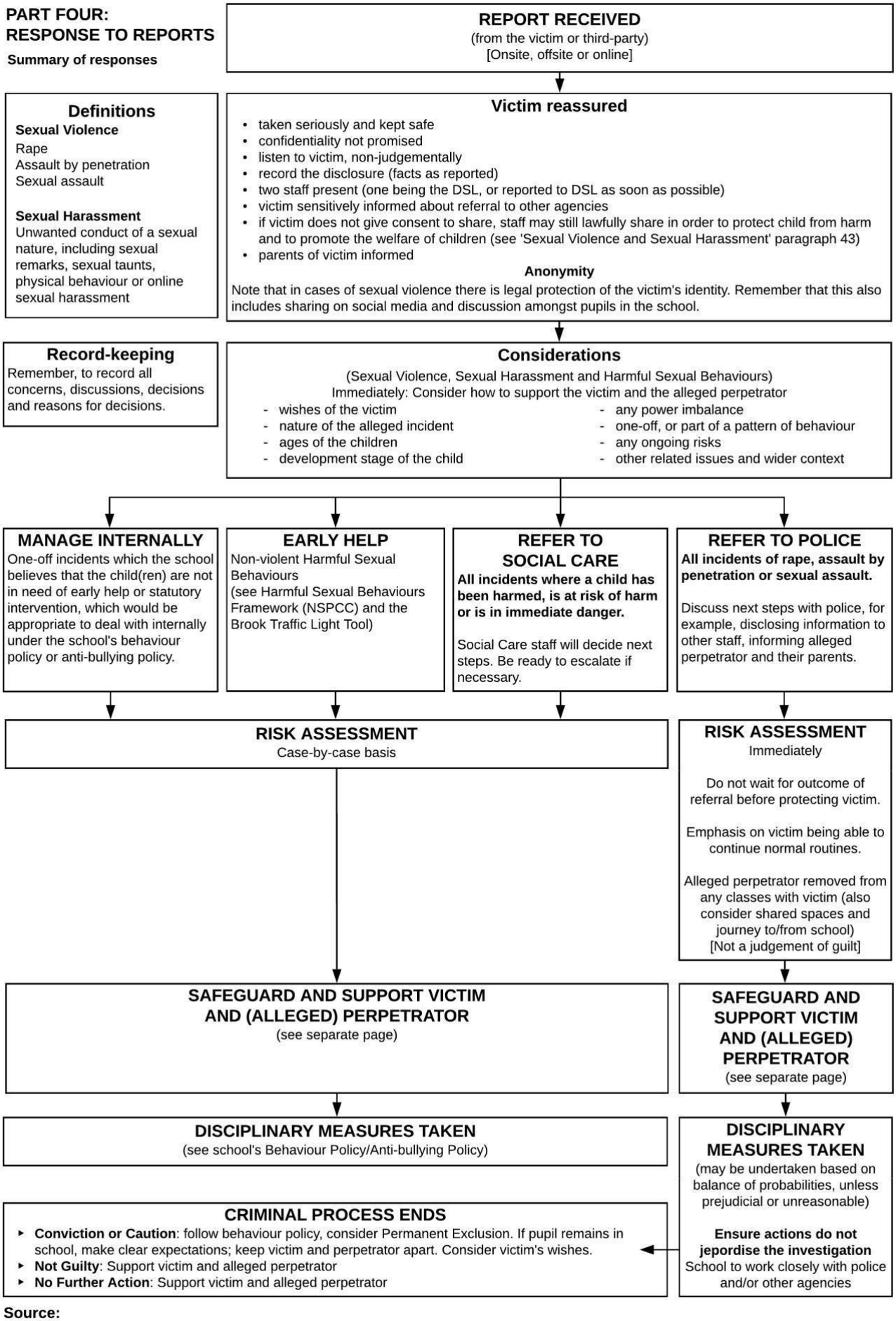
Appendix 8.

A 'vulnerable adult' is defined by the Safeguarding Vulnerable Group Act 2006 (SVGA) as a person who is aged 18 years or over and who:

- Who is living in residential accommodation, such as a care home or a residential special school
- Is living in sheltered housing
- Is receiving domiciliary care in their own home
- Is receiving any form of healthcare
- Is detained in lawful custody (in a prison, remand centre, young offender institution, secure training centre or attendance centre, or under the powers of the Immigration and Asylum Act 1999)
- Is under the supervision of the probation services
- Is receiving a welfare service defined as the provision of support, assistance or advice by any person, the purpose of which is to develop an individual's capacity to live independently in accommodation or support their capacity to do so
- Is receiving a service or participating in an activity for people who have particular needs because of their age or who have any form of disability
- Is an expectant or nursing mother living in residential care
- Is receiving direct payments from a local authority or health and social care trust in lieu of social care services.

Further guidance is available from the Independent Safeguarding Authority (ISA).

Appendix 9 Reporting Harmful Sexual Behaviours – Sexual Violence and Sexual Harassment – Bilborough College



© 2017 Andrew Hall

Source:
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

Safeguarding and supporting victims and alleged perpetrators

Victim	Alleged Perpetrator	Other children
• needs and wishes of victim are paramount • not made to feel they are the problem • consider proportionality of response • aim for victim to carry out normal routine • recognise that they may struggle in class and may need time out (if they wish) • be aware that they may not disclose the whole picture immediately • prepare for support over a long period and consider who is involved (internal and external) • if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support	• possible tension between discipline and support (these are not mutually exclusive) • consider age/ developmental stage/any SEND • proportionate response • consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign of abuse or trauma) • if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file	• witnesses may need support (especially in cases of sexual violence) • avoid allowing students to 'take sides' • minimise potential for bullying or victimisation in school and on school transport • be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) • develop safeguarding culture • constantly review reporting procedures and responses • consider potential for systematic and environmental weaknesses

The immediate response to a report

Responding to the report

4. It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per Part one of this guidance, if staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told.

5. The initial response by a school or college to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

6. It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

7. As per Part one of this guidance, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy)

careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. **The key consideration is for staff not to view or forward illegal images of a child.** The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection

8. not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead (or a deputy) or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to

9. recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child

10. recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse

11. keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation

12. listening carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
13. considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made**
14. only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation, and
15. informing the designated safeguarding lead (or a deputy), as soon as practically possible, if the designated safeguarding lead (or a deputy) is not involved in the initial report.

Considering confidentiality and anonymity

Confidentiality

16. Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.
17. The school or college should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.
18. The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the designated safeguarding lead (or a deputy), who should consider the following:

    parents or carers should normally be informed (unless this would put the victim at greater risk)

the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and

rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

19. Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

20. If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

21. Additional information on confidentiality and information sharing is available at Safeguarding Practitioners Information Sharing Advice and NSPCC: Information sharing and confidentiality for practitioners.

Anonymity

22. Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. [143] Relevant information can be found in: CPS: Safeguarding Children as Victims and Witnesses.

23. As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

24. Schools and colleges should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. The unique challenges regarding social media are discussed at paragraph 466 along with potential support. In addition, the principles described in Childnet's cyberbullying guidance could be helpful.

Risk assessment

25. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has

been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

the victim, especially their protection and support

whether there may have been other victims

the alleged perpetrator(s)

all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and

The time and location of the incident, and any action required to make the location safer.

26. Risk assessments should be recorded (paper or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

[143]It is not the role of schools and colleges to provide legal advice or support to victims, alleged perpetrators or parents in respect of a criminal justice process. Rather, schools and colleges should be aware of their own position and responsibilities.

27. The designated safeguarding lead (or a deputy) should ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school or college risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school or college approach to supporting and protecting their pupils and students and updating their own risk assessment.

Appendix 10

Appropriate adult

- The Designated Safeguarding Lead (and deputy) know that there is a requirement for children and young people to have an appropriate adult when in contact with Police officers who suspect them of an offence.
- Anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes (PACE)

- If an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point (PACE)

- The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on a S Form.

- If the DSL or deputy does not feel an officer is acting in accordance with PACE when they have been informed of the vulnerabilities, they will ask to speak with a supervisor or contact 101 to escalate their concerns.

- If there are grounds to suspect an offence and a person must be cautioned before questioned about an offence, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

- A young person or vulnerable person, must not be cautioned unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

For a child the appropriate adult means:

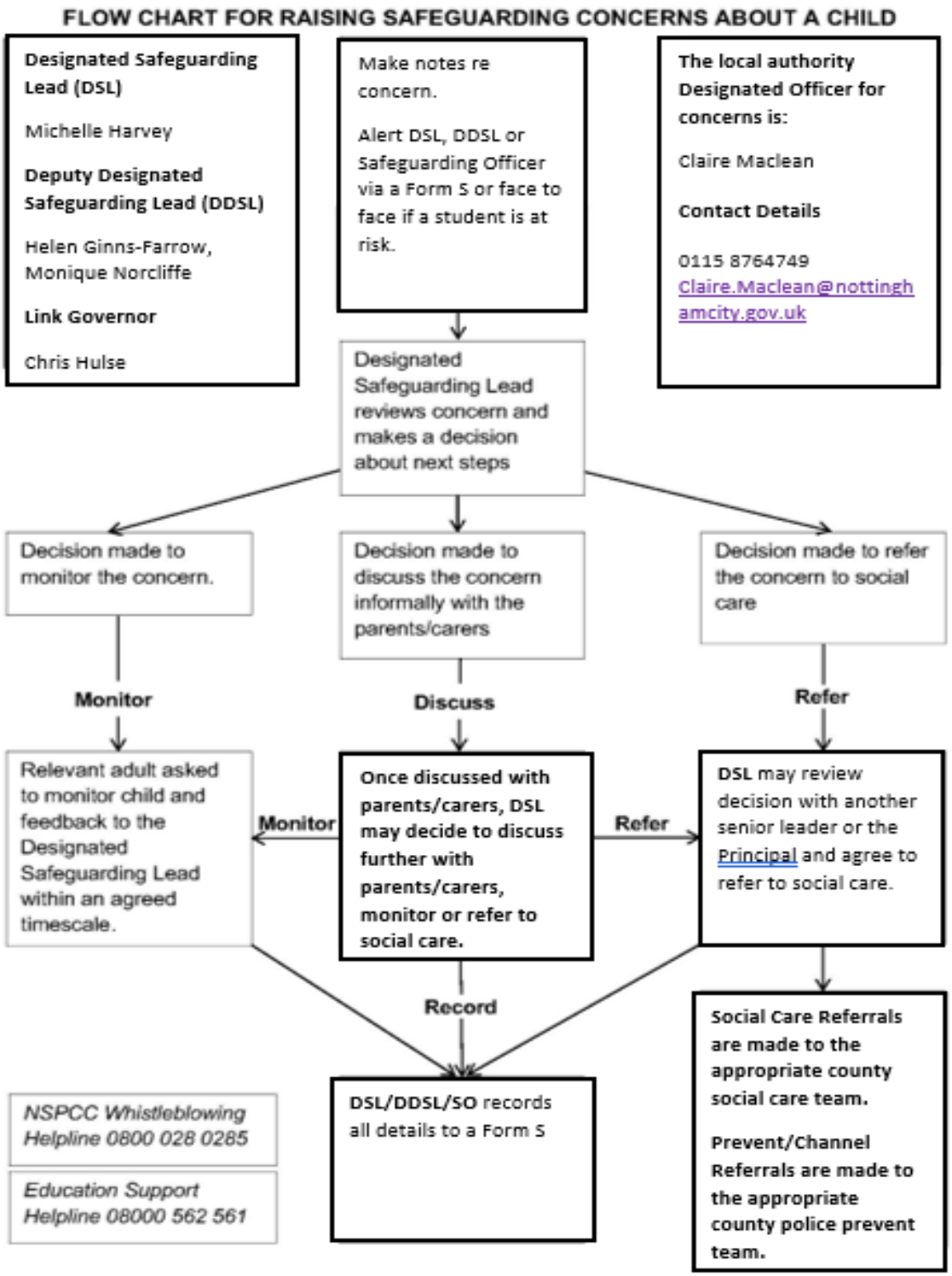
1. the parent, carer or, local authority if in their care or voluntary organisation, a person representing that authority or organisation (DSL, deputy or Principal at Bilborough College).

2. a social worker of a local authority

3. failing these, some other responsible adult aged 18 or over who is not:

    a. a police officer;
    b. employed by the police;
    c. under the direction or control of the chief officer of a police force; or
    d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019.

Appendix 11

Raising Safeguarding Concerns