

SAFEGUARDING POLICY
Woodhouse College

| |

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Lubna Hussain

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Introduction

All colleges are required to have a Safeguarding Policy that guides the procedures and practices of staff when safeguarding and promoting the welfare of children, young people and vulnerable adults who are also commonly termed as adults at risk (henceforth referred to as students). Woodhouse College takes very seriously its duty towards all its students who have been entrusted to our care and seeks to provide a college environment where all students are safe, secure, valued, respected, and listened to.

Woodhouse College understands that our work in safeguarding and protecting children and vulnerable adults must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures. This policy applies to all persons acting on behalf of or engaged in activities associated with Woodhouse College including, for example, members of the Governing Body, staff employed by the College, visitors to, and contractors working at, College premises. This includes third party contractors whose employees or sub-contractors have access to College premises, e.g. facilities providers, building contractors and such like. Visitors (including visiting speakers) will report to reception and be escorted on and off the premises. The liaison member of staff will evidence and verify their ID on site. If they do not have a valid and enhanced DBS clearance (that would need to be evidenced in advance), they must be supervised at all times.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children and vulnerable adults' welfare is minimised. We also understand that, where we have any concerns about a student's welfare, we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff at Woodhouse College understand that a range of other college policies are central to many aspects of the College's Safeguarding Policy, and this document should therefore be read in conjunction with our policies for:

- Student Standards
- Anti-bullying
- Attendance
- Health & Safety
- Recruitment
- Disclosure & Barring
- Confidential Reporting (whistleblowing)
- Visiting Speakers Policy
- Staff Disciplinary Policy
- Student Disciplinary Policy
- Working with Learners and Respecting Boundaries Guidance

Our Safeguarding Policy is written with due regard to the national guidance published by the Department for Education entitled "Keeping Children Safe in Education" (2019) and Working Together to Safeguard Children (2018) and Prevent Duty Guidance (2015). Our policy adoption and review dates are stated on the front page of this policy. It will be reviewed annually by our Governors and the Senior Leadership Team (including the Designated Safeguarding Lead) and each time any subsequent guidance is issued by the Secretary of State.

Our College procedures for safeguarding children and vulnerable adults will always be compliant with the Local Safeguarding Children Board for Barnet Child Protection Procedures produced by the Safeguarding Children Board. Those procedures which have been adopted by the Local Safeguarding Children Board which are **Barnet Safeguarding Children Partnership** are available from: <https://thebarnetscp.org.uk/bscp>

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the College. This policy is available to all parents/guardians either in hard copy or from our website: www.woodhouse.ac.uk

Policy Statement

- 1.1. Woodhouse College is committed to safeguarding and promoting the welfare of all its students and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the College has an active part to play in protecting children and vulnerable adults from harm and promoting their welfare.
- 1.2. All staff must be clear about their own role and that of others in providing a caring and safe environment for all students and must know how they should respond to any concerns about an individual student that may arise.
- 1.3. To this end Woodhouse College will ensure that all staff, whether permanent or temporary, and volunteers know the name of the member of the senior leadership team who has designated overall responsibility for child protection and safeguarding, the Designated Safeguarding Lead. Currently that person is Lubna Hussain who has received training in order to undertake the role.
- 1.4. In the absence of the designated person we will ensure that we have a member of staff, the Designated Safeguarding Lead (DSL), who has received training to undertake the role. The DSL/ Assistant Designated Safeguarding Lead ADSLs are supported by a trained team of safeguarding officers who can deal with safeguarding and child protection referrals and concerns on a day-to-day basis.
- 1.5. All staff will receive appropriate training during their induction period, and regularly thereafter in order that they are equipped with the skills needed to keep children safe.
- 1.6. Woodhouse College will always follow safe recruitment procedures so that we can be confident that all adults working in our College are safe to do so.

1.7. Legal definitions and associated considerations:

- 1.7.1. As a College provider, we have students from between 16 years and 18 years of age. We therefore have some students that would be defined as children and some as adults.

Child

A child is any person under the age of 18.

Vulnerable adult

A person who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself or unable to protect him or herself against significant harm or exploitation.

Other students

Many of our students would not be considered to be either children or vulnerable adults however; the College has a consistent commitment to their safety and wellbeing. Whilst there will usually not be a statutory responsibility to refer such matters to Social Services, the below policy and procedures should be followed with regards to identifying and reporting abuse and dealing with disclosure. This information should be passed to the DSL/ADSL who will consider how the College and/or external agencies can support the young person to ensure their physical and emotional wellbeing, as well as their ability to be successful on their course.

Consideration of those outside of the College

Throughout staff interaction with our students, especially when dealing with safeguarding and child protection matters, information may be disclosed that suggest other children or young adults are being abused or at significant risk of harm. We have a responsibility, as a public body, to consider this information and whether sharing this information can help safeguard others outside of the College. Any information that suggests children or young people external to the College should also be reported to the Designated Safeguarding Lead, who will consider whether this information should be shared with other agencies and/or a referral should be made to Social Services.

Past Abuse

Any disclosure of past abuse should also be dealt with in accordance with this policy and associated procedures. This is to ensure that any criminal activity is dealt with appropriately and action can be taken to reduce the risk of future abuse.

2. Keeping Children Safe

2.1. Child Protection - Responding to concerns about individual students

2.1.1. All students at Woodhouse College must be able to place their trust and confidence in any adult working in the College. They must feel confident and comfortable that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a student chooses to talk to them about any matter which raises child protection concerns.

2.1.2. All staff must follow appropriate guidelines with regards to disclosure (page 19)

2.1.3. The DSL/ADSL will:

- Assess any urgent medical needs of the student.
- Consider whether the student has suffered, or is likely to suffer significant harm.
- Check whether the student is known to the College as currently subject to a Child Protection Plan or having been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the student's parents/guardians or whether to do so may put the student at further risk of harm because of delay or the parent's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.

The DSL/ADSL will decide whether or not to make a referral to Barnet's triage service. Guidance on how we make these requests to the triage service for either support or protection can be accessed here:

<https://thebarnetscp.org.uk/bscp>

2.1.4. If a referral is not considered appropriate at that stage, the DSL/ADSL will make full written records of the information that they have received detailing the reasons for their judgement that the matter was not referred to the local authority.

2.2. Child Protection – Recognition and Response to Abuse

- 2.2.1. Owing to the nature of the day-to-day relationship students at Woodhouse College have with staff, all adults working in the College are particularly well placed to notice any physical, emotional or behavioural signs that suggest a student may be suffering, or at risk of, significant harm. We understand that harm means the ill-treatment or impairment of a child or vulnerable adult's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all students will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a student is suffering harm.
- 2.2.2. All staff will report any concerns to the DSL/ADSL immediately.
- 2.2.3. All staff will receive regular safeguarding training in order that their awareness to the possibility of a child or vulnerable adult suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high. Staff attend training on radicalisation through a rolling programme of Workshops to Raise Awareness of Prevent (WRAP) training.
- 2.2.4. We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:
- Physical Abuse
 - Emotional Abuse
 - Neglect
 - Sexual Abuse
 - Financial Abuse
 - Abuse on the grounds of discrimination
 - Child Sexual Exploitation
 - Bullying/Cyber bullying
 - Radicalisation
 - Domestic Abuse
 - Use or abuse of drugs
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation
 - Forced Marriage
 - Gangs and Youth Violence
 - Mental Health
 - Private Fostering
 - Sexting
 - Teenage relationship abuse
 - Trafficking
 - Labour Exploitation
 - Domestic Servitude
 - Cannabis Cultivation
 - Criminal Activity
 - Under Age Marriages
 - Ritualistic Abuse

2.3. Safeguarding – Providing a Safe Environment

2.3.1. All parents/guardians of students attending Woodhouse College must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at College. We will do this by:

- Promoting a caring, safe and positive environment within the College
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all students through the curriculum so that the students themselves become aware of danger and risk, acceptable behaviour and where to seek help and advice if they are concerned for their own or another's safety.
- Working in partnership with all other services and agencies involved in the safeguarding of students including the Prevent and the Channel programme
- Displaying appropriate posters that detail contact numbers for child protection help- lines
- Always following safer recruitment procedures when appointing staff or volunteers to work in our College
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of College activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

2.4. Safeguarding & Child Protection in Specific Circumstances

2.4.1. Attendance

2.4.1.1. We are aware that student attendance can be an indicator of potential risk of harm. It is acknowledged that, as a further education provider, students may be absent from lessons for a number of reasons, none of which would suggest any risk of harm. However, procedures will help identify any patterns of attendance that indicate potential risk.

2.4.1.2. Students are expected to notify the College of any days/lessons they are unable to attend. This can be through their tutor in advance or the absence line for unexpected absences.

2.4.1.3. Tutors should appraise student absence to identify any patterns and, where identify, discuss this with the student to ascertain whether there is any concern and to support the student in improving their attendance. Where necessary the Student Behaviour policy will be invoked. Any concerns should be referred to the Student Services team or, if considered to be a potential safeguarding matter, to the DSL on site.

2.4.1.4. Any uncharacteristic attendance patterns, including sustained absence without prior notification, should be immediately investigated with the support of the Student Services team.

2.4.2. Student Behaviour

- 2.4.2.1. We will always aim to maintain a safe, calm and respectful learning environment by expecting good behaviour from our students in line with our Student Behaviour Policy.
- 2.4.2.2. We are aware that any physical response from a member of staff to a student's poor behaviour could lead to a concern being raised by the student or parent/guardian.
- 2.4.2.3. The College employs staff trained in safe, appropriate physical intervention. No member of staff will use any physical intervention or force when dealing with a student's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.
- 2.4.2.4. We will include in incident records where physical restraint has been used.
- 2.4.2.5. We will always notify parents/guardians of any such incident.

2.4.3. Bullying

- 2.4.3.1. We understand that bullying is harmful to students. Our code of conduct policy and anti-bullying policy set out our aim of ensuring no student becomes a victim of bullying and the work that we carry out in College to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.
- 2.4.3.2. We understand that bullying may take different forms and may include discrimination or harassment on the grounds of age, gender, disability, sexual orientation, race, religion, gender identity or pregnancy. Any such incident will be dealt with in accordance with our Student Behaviour policy.

2.4.4. E-Safety

- 2.4.4.1. We recognise that student's use of the internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in College and how we teach students to stay safe when using the internet in their lives outside of College.
- 2.4.4.2. We also recognise that all members of staff and volunteers must always be mindful of the need to follow our IT Acceptable Use policy.

2.4.5. Health & Safety

- 2.4.5.1. We have a Health & Safety Policy that demonstrates the consideration we give to minimising any risk to students when on the premises and when undertaking activities out of College under the supervision of our staff.

2.5. Working Together with Parents/Guardians

2.5.1. Student Information

- 2.5.1.1. We recognise the importance of keeping up-to-date and accurate information about students. All students are expected to provide us with accurate and up-to-date information and inform us of any changes, as outlined below:
- their own, accurate name, address, telephone numbers and email address
 - names and contact details of their legal parent/guardian
 - emergency contact details (with an explanation if they differ from above)
 - up-to-date health and medical information
 - any other factors which may impact on the safety and welfare of the student

2.5.2. Confidentiality

- 2.5.2.1. Information about students given to us by themselves, their parents/guardians, or by other agencies will remain confidential. Staff will be given relevant information only where it is necessary in order to support the student's welfare, safety or learning.
- 2.5.2.2. We are, however, under a duty to share any information which is of a child protection or safeguarding nature. We understand that this is in the best interests of the student and overrides any other duties we have regarding confidentiality and information sharing.
- 2.5.2.3. We have a duty to keep any records which relate to child protection and safeguarding work undertaken by us or our partner agencies and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to share such information with other agencies or partners, where this is justified as being necessary to ensure the continued safety and protection of the student.

2.6. Referrals to partner agencies

- 2.6.1. If we have a reason to be concerned about the welfare of a student we will always seek to discuss this with the student's parents/guardians in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Social Services when to do otherwise may put the student at risk of further harm either because of delay, or because of the actions of the parents/guardians.

2.7. Allegations against other students

- 2.7.1. Allegations may arise against other students which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual exploitation and radicalisation.
- 2.7.2. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found. The allegation:
- Is of a serious nature, possibly a criminal offence
 - Is made against someone who is older and refers to their behaviour towards someone younger or vulnerable

- Indicates that other students may have been affected by this student
- Indicates that young people outside of the College may be affected

2.7.3. When such an allegation is made, it should be referred to the DSL/ADSL who will discuss with Social Services and/or the police as appropriate. The student will also be subject to the College's Student Behaviour policy and procedures.

2.8. Safeguarding concerns raised by external agencies

2.8.1 If the College receives information from an external agency that a young person raises safeguarding concerns, we will work as advised to ensure other students are kept safe and they themselves are not open to malicious allegations.

3. Adults Working with Children and Vulnerable adults

3.1. Safer Recruitment

3.1.1. All staff including agency staff and volunteers working with students in our College will be recruited safely.

3.1.2. Preparation

3.1.2.1. We will always consider the vacancy that has arisen within the context of safeguarding and ensure that we include the responsibility to safeguard children and vulnerable adults within the requirements of the role.

3.1.2.2. We always consider carefully the knowledge, skills and experience required to safeguard children and vulnerable adults and include these within a person specification.

3.1.3. Advertising

3.1.3.1. We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

3.1.3.2. The advertisement will always include a statement about our commitment to safeguarding and our expectation that all applicants will share that commitment.

3.1.3.3. The advertisement will state that the post is subject to a Disclosure and Barring check.

3.1.4. Applications

3.1.4.1. We will ensure that our application form enables us to gather information about the candidates' suitability to work with children and vulnerable adults by asking specific and direct questions.

3.1.4.2. We will scrutinise all completed application forms.

3.1.4.3. We will not accept CVs.

3.1.5. References

- 3.1.5.1. We will not accept open references or testimonials.
- 3.1.5.2. We will ask for the names of at least two referees.
- 3.1.5.3. We will take up references prior to appointment and ask specific questions about the candidate's previous employment or experience of working with children and vulnerable adults. We will follow up any vague or ambiguous statements.

3.1.6. Interviews

- 3.1.6.1. We will always conduct a face to face interview even when there is only one candidate.
- 3.1.6.2. Our interview panel will always contain at least one member trained in safer recruitment practice.
- 3.1.6.3. Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to students.
- 3.1.6.4. All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

3.1.7. Appointments

- 3.1.7.1. Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.
- 3.1.7.2. We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children or vulnerable adults.

3.1.8. Induction

- 3.1.8.1. We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

3.1.9. Concerns or Allegations

- 3.1.9.1. We will always act on concerns or allegations that relate to safeguarding. If staff members have concerns about another staff member then this should be referred to the Principal. Where there are concerns about the Principal this should be referred to the Chair of Governors, whose contact details are circulated by email to staff and available in staffrooms. This can include transferrable risks whereby inappropriate behaviour outside of work could affect their professional conduct and the risk can be transferred to the college.

We will follow Barnet's Local Safeguarding Board Guidance (available from <https://thebarnetscp.org.uk/bscp>) on the management of allegations against staff in Barnet's Colleges and other educational establishments in consultation with the designated officers of the local authority and our own policies such as Misconduct and Discipline policy and Disclosure and Barring policy.

3.2. Safe Practice

- 3.2.1. We understand that all adults working in or on behalf of our College have a duty to safeguard all students and promote their welfare. We aim to provide a safe and supportive environment for our students through the relationship we have with them and their parents/guardians and will always seek to ensure that all adults working in our College behave in a manner that fosters this relationship.
- 3.2.2. We will ensure that all staff are clear about the expectations we have of their behaviour towards all students and that any incident that falls below our expected standards will be dealt with appropriately.

3.3. Guest visitors and speakers

- 3.4. Woodhouse College values the opportunities presented by external speakers for students to experience diverse opinion and to enter into debate. This is seen as an essential part of both personal and academic development.
- 3.5. The College will not accept the use of language by external speakers that offends and is considered to be intolerant. Specifically, this means offensive "street", misogynistic, misanthropic, sexual or racist language irrespective of context. Direct attacks on any religions or beliefs with a view to arousing hatred or abuse are not permitted.
- 3.6. The College values the tradition of academic freedom and holds that no subject or belief should be excluded from reasonable, constructive discussion and debate.
- 3.7. The College values freedom of opinion and speech but recognises that, in the interests of the whole learning community, this must exist within formal guidelines.
- 3.8. The College recognises and supports the moral and legal frameworks of the society and community within which it works.
- 3.9. The College will not tolerate any person who intentionally demeans individuals and groups defined by their ethnicity, race, religion and/or belief, sexuality, gender, disability, age or lawful working practices and which give rise to an environment in which people will experience, or could reasonably, fear harassment, intimidation or violence.
- 3.10. All visitors are required to report to Reception and any organisation requesting to distribute leaflets on campus must seek approval from the Designated Safeguarding Lead prior to distribution. Other than the promotion of College business, staff and students must also request the permission of the Designated Safeguarding Lead before distributing leaflets.
- 3.11. For further information please refer to the Visiting Speakers Policy

3.3. Dismissal

- 3.3.1 We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child or vulnerable adult.

3.4 Continuing Professional Development

- 3.4.1 We will ensure that all staff receive regular training in child protection and safeguarding.

4. Monitoring and Reviewing our Policy and Practice

- 4.1. Our Designated Safeguarding Lead will continually monitor our safeguarding and child protection practices and bring to the notice of the Senior Leadership Team and Governors any weaknesses.
- 4.2. The Governing Body has a duty to remedy any weaknesses that are identified. We have a link governor for safeguarding who meets regularly with the Designated Safeguarding Lead.
- 4.3. An annual report will be submitted to the Governors which will outline the safeguarding and child protection work we have undertaken during the year. Names of students will not be disclosed.
- 4.4. The Governors, Senior Leadership Team and Designated Staff will work together on any aspect of safeguarding and child protection that is identified as an area for development over the coming year.
- 4.5. Our policy will be reviewed annually with Governors.

Appendices

The following appendices offer procedures, guidance and best practice when working with young people, to ensure a safe learning environment, and dealing with any safeguarding matter

APPENDIX A - Guidance for good practice when working with young people

College Policies, Procedures, and Systems

In devising, implementing, and revising any policy/procedure/system that is relevant to young people, consideration must be given to making that policy/procedure/system appropriate to the developmental needs and capacity of young people, accessible to them, and where possible their input should be sought.

Curriculum design

In setting up any new course (or course component) onto which children or vulnerable adults will be enrolled, safeguarding their well-being must be the main priority and will this should take into account the developmental needs and capacity of young people.

Provision of support resources for young people

The College induction process will include appropriate information on the College's Safeguarding & Child Protection policy and procedures. This includes advice on keeping themselves and others safe, information on the support teams available to them within the College and details of how to contact the Designated Safeguarding Lead.

Appropriate behaviour

All Woodhouse employees' volunteers, agency staff and external contractors are encouraged to demonstrate exemplary behaviour and good practice in order to create a positive culture and climate within the College and protect staff from false allegations.

Always:

- Be an excellent role model e.g. no inappropriate language in the company of students.
- Treat all students with equal respect and dignity.
- Recognise the developmental needs and capacity of young people.
- Always put the welfare of each student first, before the achievement of goals or targets.
- Give enthusiastic and constructive feedback rather than negative criticism.

Avoid:

- Spending excessive amounts of time alone with a student away from others.
- Giving personal details to a student, e.g. phone numbers.

Never:

- Enter into a personal or sexual relationship or sexual activity with any student.
- Engage in rough, physical or sexually provocative games, including horseplay.
- Allow or engage in any form of inappropriate touching.
- Make sexually suggestive comments to a student, even in fun.
- Reduce a student to tears as a form of control.
- Do things of a personal nature for students, which they can do for themselves.
- Allow allegations made by a student to go unchallenged, unrecorded or not acted upon.
- Invite or allow students to stay with you at your home.

E Safety and learners

All students will be informed via Induction and tutorial of who to report to and what to do if they have e-Safety concerns. 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, the DSL may be asked to intervene with appropriate additional support from external agencies.

Online sexual harassment

Sexual harassment is likely to: violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as 'sexting') inappropriate sexual comments on social media; exploitation; coercion and threats.

Our college follows and adheres to the national guidance - UKCCIS: Sexting in colleges and colleges: Responding to incidents and safeguarding young people, 2016.

Searching devices

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by college rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break college rules
- commit an offence
- cause personal injury
- damage property

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so.

APPENDIX B – Types of abuse and specific safeguarding issues

Abuse is any form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse is abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This includes ***Fabricated or induced*** (formerly referred to as Munchausen Syndrome by Proxy) where a parent or carer deliberately exaggerates or causes symptoms of illness in a child. A parent or carer may fabricate signs, symptoms and past medical history; or falsify hospital charts, records, letters, documents and specimens; or induce illness by a variety of means.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual violence and sexual harassment between children is now recognised and is unwanted conduct of a sexual nature which can include sexual comments, remarks or taunting.

Neglect

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

Financial or material abuse

This is usually most likely to occur with vulnerable adults and may include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Discriminatory abuse

This may include any of the above types of abuse or bullying and harassment based on an individual's age, gender, disability, sexual orientation, race, religion, gender identity or pregnancy.

Specific safeguarding issues

There are a number of current, specific safeguarding concerns which are relevant to students within our College. The Designated Safeguarding Lead and other designated staff will liaise with appropriate agencies to ensure they are up-to-date with current safeguarding concerns and that these are both disseminated to staff as appropriate and included in policy review and training.

Child Sexual Exploitation (CSE)

We recognise that child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

We will consider the following CSE indicators:

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

Female Genital Mutilation (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.

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 staff 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 will face disciplinary sanctions. If staff discover that FGM appears to have been carried out, this must be reported immediately to the DSL/ Safeguarding team who provide assistance in reporting to the Police.

The below list covers other current national and local safeguarding issues which could affect our students:

- radicalisation (see appendix E)
- bullying including cyber bullying
- Domestic Abuse
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- sexting
- teenage relationship abuse
- trafficking
- peer on peer abuse
- County lines drug trafficking associated with grooming

APPENDIX C - Recognising abuse and indicators of abuse (see also APPENDIX E)

Recognising abuse can be difficult. Some acts of abuse are extreme, cause visible damage and can be clearly identified: we tend to agree on these clear acts of abusive behaviour. Other behaviours are not so easily identifiable.

It is important to think about the frequency, context and meaning they have for the victim.

It may be difficult to recognise abuse because it is a painful subject for us, because we don't want to believe it happens, because we know and like the family or because it is too much responsibility. However, if we have any concerns, it is our responsibility to report them.

All staff should be alert to the welfare of the students our work brings us into contact with and be mindful that:

- All people have the potential to abuse a child or vulnerable adult, regardless of gender, race, culture or social class.
- Students with a disability are particularly vulnerable.
- Where Domestic Abuse is present or suspected in a household it is an important indicator of child abuse.

Indicators of abuse

A student may describe what appears to be an abusive act involving him/her, or someone else may express concern about the student. Other indications that a student may be being abused include the following:

- Unexpected or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- An injury for which the explanation seems inconsistent.
- Sudden and/or unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper, inability to focus, difficulty completing tasks).
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Difficulty in making friends.
- Inappropriate or difficult social interaction with their peers.
- Variations in eating pattern (including overeating or loss of appetite).
- Unexplained weight loss.
- Poor (or changed) personal hygiene or presentation.

It should be noted that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. It is not for staff to decide whether abuse is taking place. Any staff noticing any signs of abuse should consult with the Student Services Team for advice and/or further investigation. The DSL will decide whether there is significant concern for a referral to be made.

APPENDIX D – Responding to disclosure by students

If a young person is suffering abuse then the likelihood is that they will talk to someone they know and trust. False allegations of abuse do occur, but they are rare.

Any allegations of abuse, or suspicions of abuse, need to be taken seriously and handled in a sensitive manner.

No College member of staff carries out investigations or decides whether a student has been abused. Our obligation is to notice and report.

Individual members of staff should never deal with child abuse disclosures in isolation and must always report them as outlined below.

Information will be kept confidential and only be shared with people where it is necessary for the protection of the student.

Recognition

If you notice changes in a student's behaviour or regular physical marks or have any reason to suspect a student is being abused contact a member of the safeguarding team immediately and complete an initial concern sheet and discuss this on the same day with the DSL on site.

Pre-Disclosure (for older children 16 +)

If you think a student wants to talk to you about abuse you must make it clear that you cannot promise absolute confidentiality, because matters may develop in ways which mean that this promise cannot be honoured. If you believe a child or vulnerable adult is at risk of harm, legally, you have to report the risk.

If, on hearing this, the student does not wish to continue or if you do not feel comfortable listening to the student you can take the following steps:

- Discuss the matter confidentially with the DSL/ Safeguarding team or in their absence a member of the Safeguarding Team
- Make them an appointment (or bring them down) to see them:
- Offer access to a telephone for confidential helpline support (student services office)
- Encourage them to call:
 - Childline - 0800 11 11 (Freephone 24hrs) www.childline.org.uk
 - NSPCC - 0808 800 5000 (Freephone 24hrs) 0800 056 0566 (minicom/deaf/hard of hearing)
- Always make a note of your concern on My Concern and forward it to the DSL/ Safeguarding team who will investigate and follow up.

Disclosure

It is likely to be extremely difficult for a student to disclose abuse and all staff have a role in supporting students through this process and ensuring we help them give as much information as possible.

Actions to take if a student makes a disclosure

- React calmly so as not to make the student more anxious or discourage them from telling more.
- Listen carefully to what the student says without interruption.
- Use open questions to encourage further information, but do not probe.
- It is OK to have periods of silence
- Take what the student says seriously.
- Reassure the student that he/she was right to tell, and that he/she is not to blame.
- Reassure the student that there are many sources of help and that you will help and support them in seeking help.
- Explain to the student that you will need to discuss with the DSL/ ADSL naming them – and state that you can be with them when they meet. It is often most appropriate to take them to meet the DSL or one of the Safeguarding Officers straight away, providing they are comfortable with this.
- Make a full record of what was said, using their own words (don't assume or paraphrase). Note the time and location. This will be completed online with MyConcern
- Report the matter to the DSL/ Safeguarding team without delay.

If you have reason to believe that a student is at immediate risk of harm, including self-harm or suicide, bring them to a member of the safeguarding team immediately.

Actions to avoid during a disclosure

- Panic – it may be difficult for you; however, it is likely far more difficult for the student. If you are distressed by the disclosure inform the DSL/ Safeguarding team for advice and support.
- Allow your shock or distaste to show.
- Probe for more information than is offered.
- Speculate or make assumptions.
- Make negative comments about the alleged abuser.
- Approach the alleged abuser.
- Make promises that you will be unable to keep, e.g. to keep this secret.
- Discuss the matter with colleagues/friends.

Recording

Make a brief signed note (using the student's words) of any allegations:

- the names of any people who are present during the disclosure
- the date and time of the conversation, and a brief outline of what may have happened, when, and to whom (remember other children or vulnerable adults may be involved and at risk too)
- a brief description of any injuries which are visible or alleged
- any nonverbal signs that you noticed
- the student's preferred action
- background on family- life at home- ages of siblings and circumstances

Reporting

Contact the DSL/ ADSL as soon as possible in person and report on MyConcern. In the absence of the DSL/ADSL, contact a member of the safeguarding team.

The designated staff then takes responsibility for all further action, including referral to Social Services or the Police. If the student reveals past abuse or that there are other children under 18 who are currently at risk then the above guidelines must also be followed.

APPENDIX E – Radicalisation and Extremism

The College recognises the positive contribution it can make towards protecting its students from radicalisation to violent extremism and is committed to fulfilling its duties under the Prevent Duty Guidance. The College will empower its students to create communities that are resilient to extremism and to protect the wellbeing of particular students who may be vulnerable to being drawn into violent extremism or crime. Staff attend training on radicalisation through a rolling programme of Workshops to Raise Awareness of Prevent (WRAP) training.

Radicalisation is the process by which individuals come to support terrorism or violent extremism. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Possible behaviour indicators are below:

- Discriminatory language or actions towards specific groups or people with a particular protected characteristic
- Possession or sharing of violent extremist literature
- Showing or sharing online material of an extreme nature to others
- Behavioural changes (for example, becoming withdrawn)
- Expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

In respect of safeguarding individuals from radicalisation, the College works to the Prevent element of the Government's Counter Terrorism Strategy, and follows the Prevent Duty Guidance including referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions.

If you have concerns about a student, contact Lubna Hussain/ Lucy Tobin-Howard or Ally Hillier

APPENDIX F- Child Sexual Exploitation (CSE) and Gangs and Youth Violence

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.'

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

Warning Signs and Vulnerabilities Checklist

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, Domestic Abuse, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'- based abuse, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer

Gangs and Youth Violence

A gang is a street-based group of young people for whom criminal activity and violence is integral to their identity. Possible risk factors include offending behaviour (such as robbery, buying or selling cannabis, possessing a knife or weapon), difficulties at home and going missing, having associations with gang members (e.g. a friend or older sibling is already involved in a gang), or living in an area of deprivation. Students who become involved in gang activity may be attracted to a sense of belonging, excitement, power, protection and status. However, they will be vulnerable to witnessing and experiencing intimidation, violence (e.g. stabbings), emotional and physical harm; both from the gang they become affiliated with and also as a result of conflict with rival gangs. Female students who become involved in gangs may initially be groomed and eventually become victims of sexual exploitation and sexual violence (sexual assault or rape, sometimes by multiple perpetrators) and /or coerced into criminal activity (such as robbery, carrying drugs or weapons).

APPENDIX G- Child Criminal Exploitation (CCE)

This is a growing issue where gangs target vulnerable **children** to get them to carry out **criminal** activity. **Children** who have been **exploited** and/or trafficked should be treated as victims rather than suspects.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. County lines activity and the associated violence, drug dealing and exploitation have a devastating impact on young people, vulnerable adults and local communities.

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation ~~doesn't~~ always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

Who is vulnerable to county lines exploitation?

- children as young as 12 years old being exploited or moved by gangs to courier drugs out of their local area; 15-16 years is the most common age range
- both males and females being exploited
- White British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
- the use of social media to make initial contact with children and young people
- class A drug users being targeted so that gangs can take over their homes (known as 'cuckooing')

Some of the factors that heighten a person's vulnerability include:

- having 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)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues
- being in care (particularly those in residential care and those with interrupted care histories)

Any sudden changes in a person's lifestyle should be discussed with them.

APPENDIX H –Sexting, sexual harassment, violence, peer on peer abuse, youth produced sexual imagery and up skirting

Sexting

The sending and receiving of sexually explicit pictures, text messages or videos, either via mobile phones or the internet. The creating, sharing and forwarding of such images may be done in a consensual way between friends or partners who want to express their sexuality. However, it is illegal if anyone under the age of 18 is involved, and this includes taking or sharing ‘selfies’ that are nude or ‘underwear shots’. The law aims to protect young people from feeling pressurized or coerced into sending sexual images. It is also illegal for a sexual image of an adult student aged 18 or 19 to be shared without their consent. The college can support and safeguard students affected by sexting.

Youth produced sexual imagery

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this cover are:

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

Sexual violence and sexual harassment

Sexual violence refers to rape, assault by penetration, or sexual assault (Sexual Offences Act 2003). Sexual harassment refers to ‘unwanted conduct of a sexual nature’ that can occur online and offline. The College will undertake a risk assessment following a report of sexual violence, and consider safeguarding both the victim and the alleged perpetrator, supported by other agencies such as Social Services or Police. <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Peer on peer abuse

Peer-on-peer abuse usually occurs between young people who are aged under 18 but anyone who is a student in our College community may be affected. It can take many forms, and examples of peer-on-peer abuse may include, but are not limited to:

Domestic abuse **Child sexual exploitation** **Serious youth violence** **Harmful sexual behaviour**
Bullying (including cyber) **Physical abuse**

Controlling and abusive behaviour may occur between two students who are in a close, intimate relationship. There may be physical violence (pinching, hitting, pushing, shoving, slapping, punching, kicking); controlling behaviours (checking a partner’s phone and emails, telling them what to wear, dictating who they can or cannot speak to, checking up on a partner all the time, keeping them away from friends and family); emotional and verbal abuse (making threats, belittling, name calling, shaming, bullying); sexual abuse (sexual assault, rape, not respecting the concept of consent within a sexual relationship, threatening to spread rumours if a partner refuses to have sex, or pressurizing a partner to engage in sexting); stalking (a pattern of harassment causing fear in the victim). All of these behaviours are abusive and harmful

Upskirting

Upskirting is the act of taking a photograph of underneath a person’s skirt without their consent. It is often performed in a public place such as on public transport or on an escalator, with crowds of people making it harder to spot people taking these photos. A large proportion of women are targeted in places such as nightclubs, restaurants and shops. Being victim to such an incident can cause emotional distress for a long time after it has happened. The law against “upskirting” came into force on April 12, 2019, in England and Wales.

APPENDIX I -Female Genital Mutilation – FGM and Breast Ironing

FGM includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.

There are four known types of FGM, all of which have been found in the UK:

Type 1 – clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)

Type 2 – excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina)

Type 3 – infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris

Type 4 – other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.

FGM is sometimes known as ‘female genital cutting’ or female circumcision. Communities tend to use local names for this practice, including ‘sunna’.

Why is FGM carried out?

It is believed that:

- It brings status and respect to the girl and that it gives a girl social acceptance, especially for marriage.
- It preserves a girl’s virginity/chastity.
- It is part of being a woman as a rite of passage.
- It upholds the family honour.
- It cleanses and purifies the girl.
- It gives the girl and her family a sense of belonging to the community.
- It fulfils a religious requirement believed to exist.
- It perpetuates a custom/tradition.
- It helps girls and women to be clean and hygienic.
- It is cosmetically desirable.
- It is mistakenly believed to make childbirth safer for the infant.

Religion is sometimes given as a justification for FGM. For example, some people from Muslim communities argue that the Sunna (traditions or practices undertaken or approved by the prophet Mohammed) recommends that women undergo FGM, and some women have been told that having FGM will make them ‘a better Muslim’. However, senior Muslim clerics at an international conference on FGM in Egypt in 2006 pronounced that FGM is not Islamic, and our local Mosque has spoken out against FGM on the grounds that it constitutes doing harm to oneself or to others, which is forbidden by Islam

Breast ironing

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

It is thought that about 1,000 girls in West African communities across the UK have been subjected to the practice, but the figure could be much higher.

Community workers in London, Yorkshire, Essex and the West Midlands have all reported cases of breast ironing, but the custom is extremely secretive and there is no official data on how widespread it is.

Violence against women and girls (VAWG)

Violence directed specifically against females, and it can occur within an intimate relationship or within the family or community.

VAWG includes:

- domestic abuse and violence
- stalking
- trafficking of girls and women
- intimate partner violence (including marital rape, sexual violence, and dowry related violence)
- honour-based abuse (including FGM and forced marriage)
- gang-related violence
- sexual abuse of female children in the household
- sexual abuse of female children in the household

Men and boys can also be victims of gender-based violence and abuse.

Forced marriage

A forced marriage is one that is entered into without a student’s free and full consent. It is not the same as an arranged marriage; where both partners aged 16 or older freely consent. A female or male can be forced into marriage by parents, other relatives or a religious leader; with coercion, emotional blackmail (e.g. being told they will bring shame on the family or be disowned by the family), threats or physical violence.

Motivations behind forced marriage include:

- Protecting ‘family honour’
- To conceal a child’s true sexuality
- Assisting claims for residence and citizenship
- Ensuring future care for a bride or groom who has special needs
- Financial gain - ensuring family keep land, property and wealth
- Follow misguided cultural, traditional or religious ideals
- Stop relationships or sex occurring outside marriage

Trafficking

Child trafficking involves the recruitment and transportation of a child into the UK from abroad, or from one part of the UK to another. A child may be trafficked for sexual exploitation, forced marriage, forced labour, criminal activity or domestic servitude (e.g. excessive levels of household chores or caring for younger children). Unaccompanied migrant or asylum-seeking children who go missing could potentially be victims of trafficking. Traffickers may use grooming techniques to gain the trust of a child, and may even promise the child’s family a better life or education in another place. A child may be trafficked by an individual, a family member, or a network of traffickers.

Faith abuse

The mistreatment of a person by someone who claims a spiritual authority, and can include practices around ‘spirit possession’ and ‘witchcraft’. A child may be accused of being a ‘witch’ or ‘possessed by an evil spirit’ and subsequently blamed for occurrences. For example, they may be treated as a scapegoat for financial difficulties at home, a disability, behavioural problems or illness. The abuser may attempt to ‘exorcise’ the victim of ‘evil forces’ via physical abuse. Victims of faith abuse can experience sexual, physical and psychological abuse or neglect, and may present as very withdrawn, distressed, with little sense of self-worth.

APPENDIX K- online safety

The following are examples of electronic communication:

- Email
- Chat room
- Instant Messaging
- Video conferencing
- Blogging/Micro Blogging
- Social Networking
- Text Messaging

Use of eLearning

The use of Microsoft Teams, Zoom and Google Classroom means we need to ensure that students and staff are safe.

Secure Remote Teaching

Before implementing any remote teaching solution, educators need to plan for their online classes. In particular, teachers should:

- Regularly and frequently communicate with students regarding online classes and procedures
- Revise class plans and content for the online learning environment
- Ensure that department and student contact lists are up to date
- Prepare a quiet and secure workspace that can be used for online teaching and collaboration sessions
- Make sure they have a computer with functioning webcam and microphone

Secure Communications

Secure communications involve protecting each device and each step of the process. Ideally, teachers and students should use only secure private Wi-Fi networks, not insecure public hotspots. Teachers should note that not all communications take place in group chats or conferences. All 1:1 communications – whether text, audio, or video – also need to be secure.

Use of Photographs

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. This will include images downloaded from the internet and images belonging to staff or students.

Staff will provide information to both students and staff on the appropriate use of the images and on the use of copyright. Our aim is to reinforce good practice as well as offer further information for all users on how to keep their personal information safe. Students will receive training as part of their personal safety lessons.

Sexting

All college staff should be aware that behaviours linked to sexting put a child in danger.

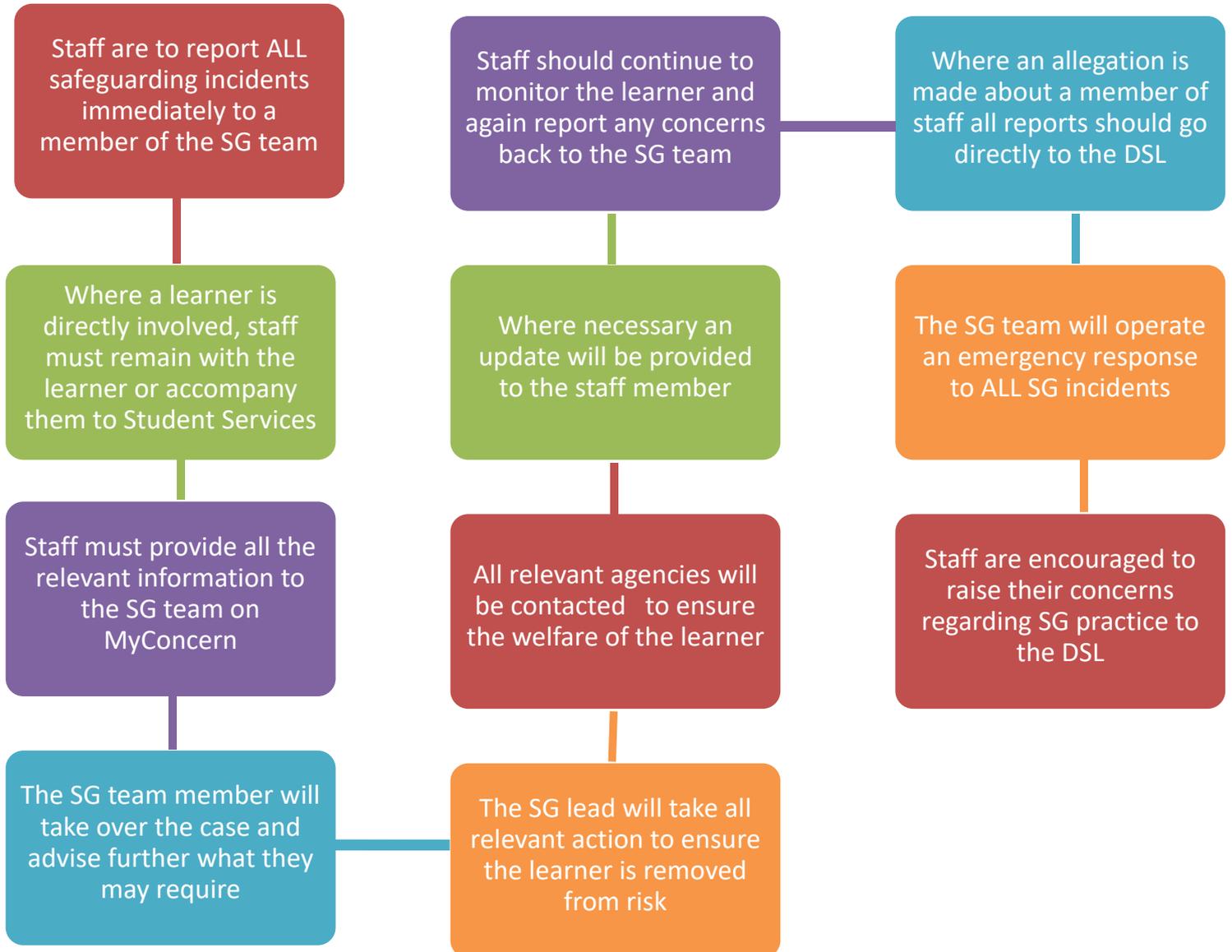
Curriculum - It is important that the wider community is sufficiently empowered with the knowledge to stay as risk free as possible whilst using digital technology; this includes updated awareness of new and emerging issues.

E-Safety for students is embedded into the curriculum; whenever ICT is used in the academy, staff will ensure that there are positive messages about the safe use of technology and risks as part of the student's learning.

Appendix L

The Process

The below guidance sets out what procedures will be taken by ALL staff in the event of a safeguarding incident/disclosure from a learner or a member of the public



Safeguarding is EVERYONE'S responsibility

APPENDIX M

Responsibilities

Responsibilities of the Corporation

The Governing body will:

- Ensure the College's policy for safeguarding children and vulnerable adults and associated procedures are in place and implemented to ensure the welfare of the student cohort
- Receive reports from the Senior Leadership Team (SLT) Designated Safeguarding Lead (DSL), identifying all training undertaken by members of the College, together with the number of learners who have safeguarding plans, or for whom we have safeguarding concerns
- Receive and consult with the Local Authority Designated Office over any allegation made against the Principal or Senior Post Holders and report any actions, as appropriate, to the Chair of Governors. This will not involve undertaking any form of investigation, but will require communication between parties and information to assist enquiries.

Responsibilities of the Principal

The Principal will:

- Ensure the College's Policy for Safeguarding children, and vulnerable adults and associated procedures are in place and implemented to ensure the welfare of learners
- Delegate operational responsibility and implementation of procedures to the DSL
- Be responsible for receiving allegations against members of staff and volunteers and passing them on to the Human Resources Manager
- Receive immediate notification of any changes affecting the policy or procedures and ensure the policy is reviewed and amended as appropriate
- If requested by the Local Authority Designated Officer, and appropriate, become the point of contact for communication with regard to an individual safeguarding matter concerning an allegation against a member of staff.

Responsibilities of the Senior Leadership Team Designated Safeguarding Lead (DSL)

The SLT Designated Lead Safeguarding Officer is the Assistant Principal Student Services

The Lead Safeguarding Officer will:

- Ensure that the safeguarding policies and procedures are fully implemented across the College and that staff fully understand their responsibilities and duties
- Chair a termly Safeguarding Board to receive and monitor progress made in achieving the College's Safeguarding Action Plan
 - Ensure that resources are allocated to enable the Assistant Designated Safeguarding Leads (ADSL), as needed, to attend strategy discussion, interagency meetings and contribute to assessments
 - Ensure that members of staff have received training in line with their roles
- Ensure that the College responds appropriately to new legislation including the Counter Terrorism and Security Act (2015) and has due regard to the need to safeguard young people against potential radicalisation
- Be responsible for receiving allegations against staff, contractors, volunteers and passing them on to the Principal and Human Resources Manager
- Ensure that the Human Resources Manager records details of all allegations against staff, contractors and volunteers and consults with the Local Authority Designated Officer, (LADO) as appropriate, in order to ensure that allegations are dealt with in an objective and transparent way
- Ensure that the Human Resources Manager carries out any agreed actions with the LADO and reports on outcomes. This includes any contact and reporting to the Disclosure and Barring Service
- Collate and report on all safeguarding training undertaken by the Safeguarding Officers, and all other staff, together with the number of learners who have safeguarding plans, or for whom we have safeguarding concerns
- Ensure that all College staff, volunteers and contractors are aware of the College's policy for safeguarding children and vulnerable adults and referral procedures, and know how to recognise any concerns
- Make known to every member of staff; temporary, contractors, volunteers and every governor the names of the Safeguarding Officers and their roles. Provide supervision sessions for Safeguarding Officers

Responsibilities of the Assistant Designated Safeguarding Lead (ADSL/Safeguarding Officers)

The ADSL will:

- Monitor and audit safeguarding practices across campus including the referral of cases externally and the centralised record of all safeguarding activity to ensure consistent and good practice
- Ensure that detailed and accurate written records are kept, even where that concern does not lead to an external referral
- Ensure that all such records are kept confidentially and securely
- Act as a focal point for staff concerns and liaison with other agencies and professionals
 - Ensure that Safeguarding team receive regular appropriate training at a minimum of once every two years
- Attend appropriate training as required to keep up to date with local and national issues and in fulfilling the role of ADSL
- Lead on the induction and refresher training for all staff
- Act as a focal point for staff concerns & Safeguarding Referrals and represent the College at the Local Safeguarding Children's Board and disseminate to College safeguarding team
- Oversee the referral of cases of suspected self-harm, harm to others or from others or allegations to the relevant investigating agency
- Monitor and audit safeguarding practices across the college including the referral of cases externally to ensure consistent and good practice
- Keep the Central Safeguarding Register up to date and monitor the quality and timeliness of referrals to achieve the best outcomes for learners
- Ensure that Safeguarding team members receive appropriate training at least once every two years.
- Attend appropriate training as required to keep up to date with local and national issues and in fulfilling the role of a ADSL/ Safeguarding Officer.
- Attend the Safeguarding committee meeting and contribute to the Safeguarding Action Plan
- Liaise with Social Services and Children's Services in accordance with the Local Safeguarding Children Board procedures.

Responsibilities of the Safeguarding Team

The Safeguarding team members have a responsibility to:

- Act as a point of contact for staff on child and vulnerable adult protection issues and provide feedback to staff to ensure learning and improved outcomes for children
- Act as a point of contact for students studying in the College on issues relating to safeguarding
- Know how to make an appropriate referral on MyConcern
- Keep records of all contact and ensure these are passed on to the Safeguarding Officers (ADSL) via MyConcern
- Attend appropriate training at least once every two years as required by the role
- Participate in supervision sessions
- Contribute to the Safeguarding Action Plan

Responsibility of all Staff Members

All Staff have a responsibility to:

- Be alert to signs of self-harm, harm to others or from others, and report concerns immediately to a member of the Safeguarding team using the Safeguarding Referral process on MyConcern
- Ensure they do not promise confidentiality regarding information which might compromise the individual's safety or well-being or that of another
- Undertake appropriate training in relation to safeguarding and promoting the welfare of children and vulnerable adults at least once every three years.
- Read and refer to 'Keeping Children Safe In Education'

Appendix N Contacts

WOODHOUSE COLLEGE Safeguarding team

Name	Safeguarding Role	Telephone No.	e-mail address
Delia Goldring	Designated Safeguarding Governor		Contact via: safeguardinggovernor@woodhouse.ac.uk
Lubna Hussain	Assistant Principal Student Services Designated Safeguarding Lead (DSL)	Ext 254	lhussain@woodhouse.ac.uk
Sally Casson	Additional Learning Support (ALS) Deputy Safeguarding Lead	Ext 265	scasson@woodhouse.ac.uk
Ally Hillier	Safeguarding Officer Deputy Safeguarding Lead	Ext. 214	ahillier@woodhouse.ac.uk
Lucy Tobin Howard	Safeguarding Officer Deputy Safeguarding Lead	Ext. 212	lthoward@woodhouse.ac.uk
Kevin Lawrence	Acting Head of Tutoring and Student Progress Safeguarding Team	Ext. 223	klawrence@woodhouse.ac.uk
Kim Mason	ALS team Safeguarding Team	Ext. 255	kmason@woodhouse.ac.uk
Nathan Cook	Senior Tutor Safeguarding team	Ext. 320	ncook@woodhouse.ac.uk
Meera Patel	Senior Tutor Safeguarding team	Ext. 239	mpatel@woodhouse.ac.uk
Hannah Johnston	Senior Tutor Safeguarding Team	Ext. 260	hjohnston@woodhouse.ac.uk
Zoe Micklewright	Senior Tutor Safeguarding Team	Ext. 247/269	zmicklewright@woodhouse.ac.uk

Police Public Protection Unit:

24hrs non-emergency	101
Emergency	999
NSPCC Helpline	0808 800 500
Barnet Safer Schools Police Officers (Mon-Fri 8am-5pm)	0208 733 5857

External Contacts

MASH TEAMS

Borough of Barnet

Multi-Agency Safeguarding Hub (MASH)

Tel: 0208 359 4066

Out of hours: 0208 359 2000

Borough of Brent

Brent Family Front Door Tel: 0208 937 4300 (option 1)

Out of hours: 0208 863 5250

Borough of Camden

Children and Families Contact Service / MASH

Tel: 0207 974 3317

Out of hours: 0207 974 4444

Borough of Enfield

Children's Single Point of Entry (SPOE)

Tel: 0208 379 5555

Out of hours: 0208 379 1000 (select option 2)

Borough of Hackney

Hackney First Access Screening Team (FAST)

Tel: 0208 356 5500

Out of hours: 0208 356 5516

Borough of Haringey

Single Point of Access (SPA) Tel: 0208 489 4470

Out of hours: 0208 489 0000

Borough of Islington

Children's Services Contact Team (CSCT) Tel: 0207 527 7400

Out of hours: 0207 226 0992

Channel/Prevent contact:

Barnet Prevent Education Officer

Perryn Jasper Perryn.Jasper@Barnet.gov.uk

020 8359 7371 / 07856 002 586

Barnet Prevent Lead Coordinator - at Barnet Council

Sam Rosenberg Sam.Rosengard@Barnet.gov.uk

Informal enquiries 020 8359 2995

HE/FE Regional Prevent Coordinator

Jake Butterworth Jake.BUTTERWORTH@education.gov.uk 0207 974 2662

Barnet Prevent Local Operation Officers - at Colindale Police Station

Ella Freer Ella.freer@met.pnn.police.uk (secure email)

SO15 Counter Terrorism Intelligence Officer, Barnet 07810 836 329 / 0208 733 4442

Mark Philip Mark.philip2@met.pnn.police.uk 0208 733 4442 / 07810 836 329

SO15 lead Inspector Brent, Barnet, Harrow, Haringey, Enfield, Islington, Camden

Inspector Janine Cunningham Janine.Cunningham@met.police.uk