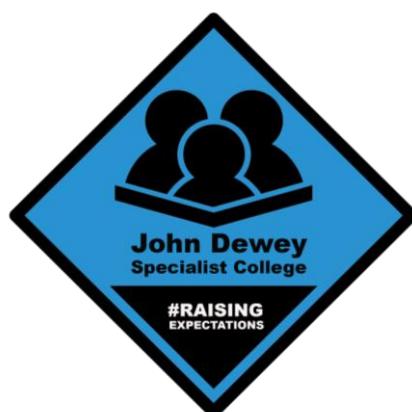


# Learner protection and safeguarding

John Dewey Specialist College  
(Part of Area 51 Education Ltd)



**Approved by:** Nicki Quarterman **Date:** 19<sup>th</sup> September 2021

**Governor Sign off:**

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## Important contacts

Designated safeguarding lead (DSL)	Nicki Quarterman	<a href="mailto:nicki.quarterman@area51ed.org.uk">nicki.quarterman@area51ed.org.uk</a> 07908 609091
Deputy DSL	Christine Hagley Kim Ashley	<a href="mailto:chagley@area51ed.org.uk">chagley@area51ed.org.uk</a> <a href="mailto:kashley@area51ed.org.uk">kashley@area51ed.org.uk</a> 0208 881 7739
Local authority designated officer (LADO)	Shauna McAllister John Srivastava	<a href="mailto:lado@haringey.gov.uk">lado@haringey.gov.uk</a> 020 8489 2968
MASH Referral	Haringey Multi-Agency Referral team.	<a href="mailto:MashReferral@haringey.gov.uk">MashReferral@haringey.gov.uk</a>
Haringey Adults Safeguarding Board	First Response Team	<a href="mailto:firstresponseteam@haringey.gov.uk">firstresponseteam@haringey.gov.uk</a> 020 8489 1400
Chair of governors	Dr Matthew Griifths	<a href="mailto:mgriffiths@area51ed.org.uk">mgriffiths@area51ed.org.uk</a>
Channel helpline		020 7340 7264

## 1. Aims

The College aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote learners' welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Learners Safe in Education \(2021\)](#) and [Working Together to Safeguard Learners \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- [The Childrens Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of learners
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with learners

- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children and
- [Statutory guidance on the Prevent duty](#), which explains duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy is written in conjunction with regard to local safeguarding policies and procedures from:

- Haringey Multi-Agency Safeguarding Hub (MASH) – under 25’s with an EHCP
- Haringey Safeguarding Adults Board – people over 25
- Haringey Safeguarding Children Partnership
- London safeguarding Children Procedures

### 3. Definitions

**Safeguarding and promoting the welfare of learners** means:

- Protecting learners from maltreatment
- Preventing impairment of learners’ mental and physical health or development
- Ensuring that learners grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all learners to have the best outcomes

**Adult protection** is part of this definition and refers to activities undertaken to prevent learners suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child or vulnerable adult and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a person’s basic physical and/or psychological needs, likely to result in the serious impairment of the person’s health or development. Appendix 1 defines neglect in more detail.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where learners share nude or semi-nude images, videos or live streams.

**Learners** in this policy includes everyone under the age of 25 with an EHCP plan AND all adults who attend services provided by Area 51 Education Ltd or John Dewey Specialist College who would be defined as a “vulnerable adult”.

**Vulnerable Adults** are “A person aged 18 or over who is, or may be in need of, community care services by reason of mental or other disability, age or illness; and who is unable to take care of him or herself, or unable to protect him/herself against significant harm or exploitation” [DoH, 2000].

### Our Partners

The following 3 **safeguarding partners** are identified in Keeping Learners Safe in Education (and defined in the Learners Act 2004, as amended by chapter 2 of the Learners and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local learners, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

In Haringey, the 3 safeguarding partners are co-located within the Haringey MASH referral system.

#### 4. Equality statement

Some learners have an increased risk of abuse, and additional barriers can exist for some learners with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise learners' diverse circumstances. We ensure that all learners have the same protection, regardless of any barriers they may face.

We give special consideration to learners who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from college to be home educated at any time during the learners' enrolled period.

#### 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the college and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended college and off-site activities.

##### 5.1 All staff

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Learners Safe in Education](#), and review this guidance at least annually.

Staff who **don't** work directly with learners must read at least annex A of KCSIE (a condensed version of part 1)

Staff with specific responsibility for safeguarding are expected to read Keeping Children Safe in Education in its entirety. This includes the Board Member / Governor with responsibility for Safeguarding.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including

- this protection and safeguarding policy,
  - the staff Code of Conduct,
  - the role and identity of the designated safeguarding lead (DSL) and aDSLs,
  - the Positive Behaviour Management policy, and
  - the safeguarding response to learners who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
  - The process for making referrals to the local authority and for statutory assessments that may follow a referral, including the role they might be expected to play
  - What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
  - The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
  - The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## 5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Nicki Quarterman, Principal. The DSL takes lead responsibility for the protection of vulnerable adults and wider safeguarding in the College.

During term time, the DSL will be available during College hours for staff to discuss any safeguarding concerns.

Outside term-time or normal working hours, the DSL can be contacted by email at:

[nicki.quarterman@area51ed.org.uk](mailto:nicki.quarterman@area51ed.org.uk)

When the DSL is absent, the assistant DSLs –Christine Hagley, Head of Learner Journey or Kim Ashley, Head of Operations – will act as cover.

If the DSL and aDSLs are not available, Carmel Miedzielka, CEO, will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on matters to do with the protection of vulnerable adults.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of learners
- Refer suspected cases, as appropriate, to the relevant body (local authority adults social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and aDSLs are set out in their job description.

### 5.3 The governing board

The governing board will:

- Facilitate a whole-college approach to safeguarding, ensuring that safeguarding and the protection of vulnerable adults are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see appendix 3).

All governors are expected to read Keeping Learners Safe in Education in its entirety.

Section 15 of this policy has information on how governors are supported to fulfil their role.

### 5.4 The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the College and via the College website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and adult protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

## 6. Confidentiality

The college adheres to the principles set out in "[Information Sharing Advice for Safeguarding Practitioners](#)" (June, 2018) and all staff should be aware of the following:

- Timely information sharing is essential to effective safeguarding.
- Information shared should be necessary and proportionate, relevant, adequate, accurate, timely, secure and recorded.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of learners
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping learners safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of learners and individuals at risk' as a processing condition that allows practitioners to share

information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a young person at risk

- Staff should never promise a learner that they will not tell anyone about a report of abuse, as this may not be in the learner's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

## 7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

### 7.1 If a learner is suffering or likely to suffer harm, or in immediate danger

Make a referral to adult social care and/or the police **immediately** if you believe a learner is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral** Wherever possible, staff should speak to the DSL first, but the availability of the DSL should not be a reason to delay contact adult social services or the police if a learner is in immediate danger, is likely to or has been harmed.

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

**Procedures for making a safeguarding referral are provided in APPENDIX ONE.** The referral must be made to the learners' "home" local authority in the first instance.

Staff are expected to take their safeguarding responsibilities very seriously and are encouraged to report incidents of concern they may witness outside of work to the GOV.UK webpage or to their local authority where appropriate. It is not enough to think that someone else will be aware.

<https://www.gov.uk/report-child-abuse-to-local-council>

### 7.2 If a learner makes a disclosure to you

If a learner discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the learner they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the learner's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to learners' social care and/or the police directly (see 7.1), and tell the DSL as soon as



possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

### 7.3 If you discover that FGM has taken place or a learner is at risk of FGM

Keeping Learners Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a learner has already been subjected to FGM, and factors that suggest a learner may be at risk, are set out in appendix 4 of this policy.

**Any teacher** who either:

- Is informed by a girl under 18 (or under the age of 25 if the learner has an EHCP) that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 (or under the age of 25 if the learner has an EHCP) and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth

**Must** immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they **should** also discuss the case with the DSL and involve learners’ social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **learner under 18 or under 25 with an EHCP** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a young person is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine learners.

**Any member of staff** who suspects a young person is *at risk* of FGM or suspects that FGM has been carried out **must** speak to the DSL. The DSL will refer this concern immediately to the relevant MASH team or Adults Safeguarding team in the local authority the young person resides in.

### 7.4 If you have concerns about a learner (as opposed to believing a learner is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a learner’s welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority adult social care team or LADO. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority learners’ social care directly, if appropriate (see ‘Referral’ below). Share any action taken with the DSL as soon as possible.

#### Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the College will consider a referral to local authority learners's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

An Early Help referral is made to the MASH team or Adults Safeguarding Team in the learners' home borough using the appropriate form and contact details found in APPENDIX 1.

## **Referral**

If it is appropriate to refer the case to local authority adults social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the learner's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the learner's situation improves.

Each local authority will have a process for escalating safeguarding concerns or addressing conflict between professionals or between professionals and families. The details of how to escalate a concern are contained in APPENDIX 1 for each local authority.

### **7.5 If you have concerns about extremism**

If a learner is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority adults social care. Make a referral to local authority adults social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority MASH Team or Prevent Coordinator.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which College staff and governors can call to raise concerns about extremism with respect to a learner. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- › Think someone is in immediate danger
- › Think someone may be planning to travel to join an extremist group
- › See or hear something that may be terrorist-related

### **7.6 If you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.

Identifying possible indicators of mental health problems in people with learning difficulties, including Autism, can be very difficult as signs and symptoms are often mis-identified as part of the learners' disability rather than a change in their mental health.

Staff will be alert to behavioural signs that suggest a learner may be experiencing a mental health problem or be at risk of developing one, particularly any behaviours which are different to those the learner would normally be expected to show. In some cases, these changes may be very small and gradual.

If you have a mental health concern about a learner that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

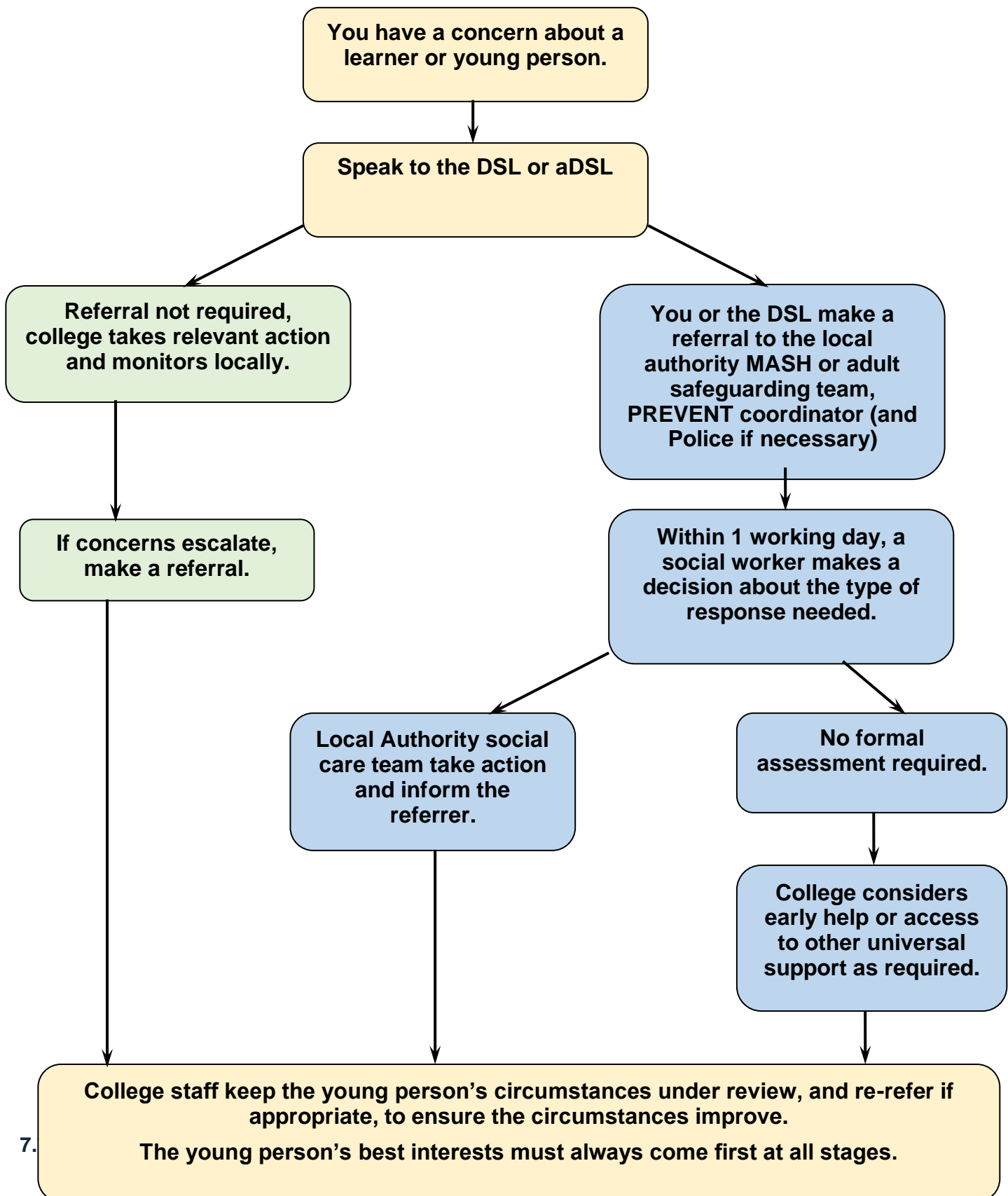
In most cases, the DSL will recommend speaking to parents /carers and advising a health check up with the learners' GP. It will help parents / carers to access the right help if college staff are able to give clear and precise information about what has changed and when – keeping a log, diary or notes of new or different behaviours of concern will help staff explain their concerns to parents / carers.

Where staff observe signs of acute mental health difficulties, the college may direct the learner to the nearest A&E or contact 999 to seek advice on supporting the learner to a place of safety. All concerns should be passed to the local authority adults social care team for referral onwards to specialist learning disability psychology or psychiatry assessment and support.

The Department for Education guidance on [mental health and behaviour in Colleges](#) for more information on the college's responsibilities to support good mental health in learners.

**Figure 1: procedure if you have concerns about a learner’s welfare (as opposed to believing a learner is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to learners, speak to the Principal as soon as possible. If the concerns/allegations are about the Principal, speak to the chair of governors.

The Principal/chair of governors will then follow the procedures set out in Appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Principal, report it directly to the local authority designated officer (LADO).

### **7.8 Allegations of abuse made against other learners (peer-on-peer abuse)**

We recognise that learners are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for learners.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of learners hurting other learners will be dealt with under our College’s behaviour policy, but this learner protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put learners in the College at risk
- Is violent
- Involves learners being forced to use or carry drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about peer-on-peer abuse.

### **Procedures for dealing with allegations of peer-on-peer abuse**

If a learner makes an allegation of abuse against another learner:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority adults social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all learners involved (including the victim(s), the learner(s) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact other support services, if appropriate

The college will take all necessary steps to ensure that victims of peer-on-peer abuse are well-supported and feel safe to continue their learning.

The college will manage the risks associated with learner(s) accused of peer-on-peer abuse in a fair and equitable way, recognising that those who carry out abusive acts may be victims of abuse themselves.

## **Creating a supportive environment in College and minimising the risk of peer-on-peer abuse**

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female learners, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate learners about appropriate behaviour and consent
- Ensure learners are able to easily and confidently report abuse
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
  - That even if there are no reports of peer-on-peer abuse in college, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  - That if they have any concerns about a learner’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Learners can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A learner’s behaviour might indicate that something is wrong
  - That certain learners may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a learner harming a peer could be a sign that the learner is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing peer-on-peer abuse and responding where they believe a learner may be at risk from it
  - That they should speak to the DSL if they have any concerns

### **7.9 Sharing of nudes and semi-nudes (‘sexting’)**

#### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a learner to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the learner to delete it
- Ask the learner(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the learner(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the learner(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate college staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to learner(s)
- If a referral needs to be made to the police and/or adults social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the learners involved which would influence risk assessment
- If there is a need to contact another College, college, setting or individual
- Whether to contact parents or carers of the learners involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or adults social care if:

- The incident involves a vulnerable adult or a young person under the age of 18.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any learner in the images or videos is under 13
- The DSL has reason to believe a learner is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or adults' social care. The decision will be made and recorded in line with the procedures set out in this policy.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or adults' social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the learners involved (if appropriate).

If at any point in the process there is a concern that a young person has been harmed or is at risk of harm, a referral will be made to adults' social care and/or the police immediately.

### **Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the learner at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101.

### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

### **Curriculum coverage**

Learners are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our educational programme 'Keeping Yourself Safe'. The awareness of personal safety will vary greatly across the individual needs of our learners and teachers should be aware that teaching about some aspects of personal safety and relationships may increase rather than decrease an individual's risk of harm. Teachers are expected to risk assess the learners in the class in order to teach the elements of this programme that are appropriate to each learner, including dividing the group if required to address different levels of understanding.

Where, teaching about sexting is included, it will cover the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Learners also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with learners so they are aware of the processes the College will follow in the event of an incident.

## **7.10 Reporting systems for our Learners**

Where there is a safeguarding concern, we will take the learner's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring learners feel safe and comfortable to come forward and report any concerns and/or allegations.



To achieve this, we will:

- Put systems in place for learners to confidently report abuse through the use of a range of different methods that enable learners with different communication needs and levels of understanding to tell staff there is a problem.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for learners through regular reminders of how and who to ask for help delivered through the tutorial system.
- Make it clear to learners that their concerns will be taken seriously, and that they can safely express their views and give feedback by ensuring that all staff are well-trained and understand how to appropriately support a learner making a disclosure.

## 8. Online safety and the use of mobile technology

We recognise the importance of safeguarding learners from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our college aims to:

- Have robust processes in place to ensure the online safety of learners, staff, volunteers and governors
- Protect and educate the whole college community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole college community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

### The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as learners or peers with the intention to groom or exploit others for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

### To meet our aims and address the risks above we will:

- Educate learners about online safety as part of our curriculum as appropriate to their individual levels of understanding. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private

- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring learners are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to college for their own use, but will limit such use to non-contact time when learners are not present
  - Staff will not take pictures or recordings of learners on their personal phones or cameras
- Make all learners, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in college, use of the college's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a learner or staff member is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, learners and parents/carers are aware that staff have the power to search learners' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit learners' exposure to the 4 key categories of risk (described above) from the college's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our college community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our college's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website externally or on our Teams Policy site internally.

## 9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a learner with the learner's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the learner, we will discuss this with the local authority adults social care team before doing so.

In the case of allegations of abuse made against other learners, we will normally notify the parents or carers of all the learners involved.

## 10. Learners with special educational needs, disabilities or health issues

We recognise that learners with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's condition without further exploration
- Learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other Learners
- The potential for learners with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

### **11. Learners with a social worker**

Learners may need a social worker due to safeguarding or welfare needs. We recognise that a learner's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable learners.

Where we are aware that a learner has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the learners' safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **12. Looked-after and previously looked-after learners**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after learners (for example, learners who live with Shared Lives carers) and previously looked-after learners safe. In particular, we will ensure that:

- Appropriate staff have relevant information about learners' looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of learners' social workers and any other relevant parties.

The DSL is responsible for promoting the educational achievement of looked-after learners and previously looked-after learners in line with [statutory guidance](#).

## 13. Complaints and concerns about college safeguarding policies

### 13.1 Complaints against staff

Complaints against staff that are likely to require a protection of vulnerable adults investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### 13.2 Other complaints

Other complaints relating to the behaviour and conduct of learners or of staff supporting learners, or in relation to the premises, facilities or curriculum should be handled in accordance with our Complaints Policy which may be found on our website or internally on our Teams Policy page.

### 13.3 Whistle-blowing

Staff who have concerns over the poor or unsafe practice of colleagues, whether this be considered intentional or arising as a result of inadequate training should refer to the college's Whistleblowing policy. The college takes whistleblowing very seriously and considers issues raised by colleagues in relation to poor or unsafe practice to be a vital part of the organisation's continuous improvement and commitment to excellent provision for our learners.

## 14. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Confidential concerns and referrals will be kept in a separate learner protection file for each learner. If these are held digitally, the file will be password protected.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual learners will be retained for a reasonable period of time after they have left the college.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Learner Sexual Abuse (IICSA), for the term of the inquiry.

If a learner for whom the college has, or has had, safeguarding concerns moves to another college or educational provision and is under the age of 25, the DSL will ensure that their learner protection file is forwarded promptly and securely, and separately from the main learner file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving college/provision and provide information to enable them to have time to make any necessary preparations to ensure the safety of the learner.

## **Safeguarding record-keeping arrangements:**

- The college is increasingly moving towards electronic record-keeping but still holds some older information on paper. Where possible, safeguarding records will be held electronically on the college's learner monitoring system, Behaviour Watch. Behaviour Watch is a secure online database designed for holding learner records. Access to learners' personal information is restricted to senior leaders and class teachers. Documents relating to safeguarding concerns will be password protected.
- Safeguarding records relating to individual learners will be retained for a reasonable period of time after they have left the college.
- Information will be released as appropriate to agencies under the MASH agreement via secure electronic mail.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## **15. Training**

### **15.1 All staff**

All staff members will undertake safeguarding and learner protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the college's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-College safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
  - Manage behaviour effectively to ensure a good and safe environment
  - Have a clear understanding of the needs of all Learners

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify learners at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and learner protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

### **15.2 The DSL and Assistant DSLs (aDSLs)**

The DSL and aDSLs will undertake learner protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### **15.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.

### **15.4 Recruitment – interview panels**

At least one person conducting any interview for any post at the College will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Learners Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

## **16. Monitoring arrangements**

This policy will be reviewed **annually** by the DSL and Principal. At every review, it will be approved by the full governing board.

## **17. Links with other policies**

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Confidentiality
- Whistleblowing
- Acceptable use of ICT

## Appendix 1: types of abuse<sup>1</sup>

**Abuse**, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a learner such as to cause severe and adverse effects on the learner's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a learner, although it may occur alone.

Emotional abuse may involve:

- Conveying to a learner that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the learner opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on learners. These may include interactions that are beyond a learner's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the learner participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing learners frequently to feel frightened or in danger, or the exploitation or corruption of learners

**Sexual abuse** involves forcing or enticing a learner or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the learner 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
- Non-contact activities, such as involving learners in looking at, or in the production of, sexual images, watching sexual activities, encouraging learners to behave in sexually inappropriate ways, or grooming a learner 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 learners.

**Neglect** is the persistent failure to meet a learner's basic physical and/or psychological needs, likely to result in the serious impairment of the learner's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a learner 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 learner from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a learner's basic emotional needs.

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<sup>1</sup> These appendices are based on the Department for Education's statutory guidance, Keeping Learners Safe in Education.

## Appendix 2: safer recruitment and DBS checks – policy and procedures<sup>2</sup>

### Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with learners have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of learners.

### Advertising

When advertising roles, we will make clear:

- Our college's commitment to safeguarding and promoting the welfare of learners
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with learners
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

### Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to learners (where the role involves this type of regulated activity)
- Include a copy of, or link to, our learner protection and safeguarding policy and our policy on the employment of ex-offenders

### Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with learners, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

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<sup>2</sup> These appendices are based on the Department for Education's statutory guidance, Keeping Learners Safe in Education.



## **Seeking references and checking employment history**

We may obtain references before interview. Where we take up references after interview the candidate will be informed that any offer of employment is dependent on satisfactory references. Any concerns with references received or refused will be explored further with referees and taken up with the candidate.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is college based, we will ask for the reference to be confirmed by the Principal/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

## **Interview and selection**

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with learners
- Record all information considered and decisions made

## **Pre-appointment vetting checks**

We will record all information on the checks carried out in the college's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **New staff**

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

- › Verify their professional qualifications, as appropriate
- › Ensure they are not subject to a prohibition order if they are employed to be a teacher
- › Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- › Check that candidates taking up a management position\* are not subject to a prohibition from management (section 128) direction made by the secretary of state

\* Management positions are most likely to include but are not limited to Principals and deputy/assistant Principals.

**Regulated activity** means a person who will be:

- › Responsible, on a regular basis in a college, for teaching, training, instructing, caring for or supervising learners; or
- › Carrying out paid, or unsupervised unpaid, work regularly in a College or college where that work provides an opportunity for contact with learners; or
- › Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

### **Existing staff**

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- › There are concerns about an existing member of staff's suitability to work with learners; or
- › An individual moves from a post that is not regulated activity to one that is; or
- › There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a learner or vulnerable adult where:

- › We believe the individual has engaged in [relevant conduct](#); or
- › We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- › We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a learner or vulnerable adult or put them at risk of harm); and
- › The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the College has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with learners

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the College.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with learners.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

### **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Adults who supervise Learners on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect learners from harm.

We will also consider whether it is necessary for supervisors at a work experience placement may require an Enhanced DBS check if there is a possibility they may assume placement responsibility for a student working towards greater independence. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## Appendix 3: allegations of abuse made against staff<sup>3</sup>

### Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a learner, or may have harmed a learner, and/or
- Possibly committed a criminal offence against or related to a learner, and/or
- Behaved towards a learner or learners in a way that indicates he or she may pose a risk of harm to learners, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with learners – this includes behaviour taking place both inside and outside of college

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective learner protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Principal, or the chair of where the Principal is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a learner or other learners is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the college so that the individual does not have direct contact with the learner or learners concerned
- Providing an assistant to be present when the individual has contact with learners
- Redeploying the individual to alternative work in the college so that they do not have unsupervised access to learners
- Moving the learner or learners to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location,

If in doubt, the case manager will seek views from the college's HR adviser and the designated officer at the local authority, as well as the police and adults' social care where they have been involved.

### Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation

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<sup>3</sup> This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Learners Safe in Education

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or adults social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to learners or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or adults social care services, where necessary). Where the police and/or adults social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with learners at the College is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or adults social care services, as appropriate
- Where the case manager is concerned about the welfare of other learners in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to adults social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the college and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in college and/or liaise with the police and/or adults social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the learner/learners involved about the allegation as soon as possible if they do not already know (following agreement with adults social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this

applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

- Keep the parents or carers of the learner/learners involved informed of the progress of the case (only in relation to their learner – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a learner, or if the individual otherwise poses a risk of harm to a learner

If the college is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the college will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the college's disciplinary process, should this be required at a later point.

### **Additional considerations for supply teachers and all contracted staff**

If there are concerns or an allegation is made against someone not directly employed by the College, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the college, while the college carries out the investigation
- We will involve the agency fully, but the college will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

### **Specific actions**

## **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or adults social care services.

## **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the college ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the college will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the college will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

## **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the learner or learners who made the allegation, if they are still attending the college.

## **Unsubstantiated, unfounded, false or malicious reports**

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the learner and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to adults' social care may be appropriate
- Shown to be deliberately invented, or malicious, the college will consider whether any disciplinary action is appropriate against the individual(s) who made it

## **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the learner and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to adults' social care may be appropriate
- Shown to be deliberately invented, or malicious, the college will consider whether any disciplinary action is appropriate against the individual(s) who made it

## **Confidentiality and information sharing**

The college will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and adults' social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a learner/learners involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises



## Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the College will provide a copy to the individual, in agreement with adults social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Learner Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

## References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

## Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the college's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

## Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a learner to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the college that they were abused as a learner, we will advise the individual to report the allegation to the police.

## **Section 2: concerns that do not meet the harm threshold**

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a learner, parent or other adult within or outside the College
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of learners.

### **Definition of low-level concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the College may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with learners
- Having favourites
- Taking photographs of learners on their mobile phone
- Engaging with a learner on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the college's safeguarding system through regular discussions within staff groups and through embedding Keeping Learners Safe in our curriculum.

### **Responding to low-level concerns**

If the concern is raised via a third party, the Principal will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the College's Staff Code of Conduct.

The reporting of low-level concerns will be included in the Staff Code of Conduct and Whistleblowing policies and staff will receive regular reminders of their duty to share any such concerns in order to support and protect staff and learners.

### **Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the College

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### **References**

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

## Appendix 4: specific safeguarding issues

### Learners missing from education

A learner going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or learner criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a learner may become missing from education, but some learners are particularly at risk. These include learners who:

- › Are at risk of harm or neglect
- › Are at risk of forced marriage or FGM
- › Come from Gypsy, Roma, or Traveller families
- › Come from the families of service personnel
- › Go missing or run away from home or care
- › Are supervised by the youth justice system
- › Cease to attend a college
- › Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with learners who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a learner leaves the college without a new college being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a learner's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a learner is suffering from harm or neglect, we will follow local adult protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority adults social care team, and the police, if the learner is suffering or likely to suffer from harm, or in immediate danger.

### Child Criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a learner into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. This type of abuse is included in our policy because of vulnerable status of many of our learners.

The abuse can be perpetrated by males or females, and other learners or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a learner:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing college
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's adults social care team and the police, if appropriate.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of learner sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a learner into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence. This type of abuse is included in our policy because of the highly vulnerable nature of many of our learners.

The abuse can be perpetrated by males or females, and other learners or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Learners or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a learner:

- Having an older boyfriend or girlfriend or a boyfriend or girlfriend without a learning disability
- Suffering from sexually transmitted infections or becoming pregnant
- Showing sexualised behaviours that are not in line with their general developmental stage.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's adults social care team and the police, if appropriate.

### **Domestic abuse**

Learners can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a learner may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Families who have children with learning disabilities and challenging behaviours may be subject to abuse that they themselves do not recognise. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity,

socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older learners may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on learners.

If police are called to an incident of domestic abuse and any learners in the household have experienced the incident, the police may inform the college, but it is more likely that they will not. It is important that all staff are alert to possible indicators of domestic abuse through their interactions with family members as well as learners.

The DSL will provide support according to the learner's needs and update records about their circumstances.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a learner's welfare.

The DSL and aDSLs will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a learner has been harmed or is at risk of harm, the DSL will also make a referral to adults social care.

### **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a learner being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to learners affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a learner is at risk of FGM.

Indicators that FGM has already occurred include:

- A learner confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/learner already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from college, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a learner may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other learners about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from college

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. 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.

Many of the college's learners may not have capacity to consent to marriage and would not necessarily understand the implications of agreeing to marry even though they may seem happy about the decision. In these cases, the same procedure as a suspected forced marriage will be followed but advice will be taken from adults' social services about whether to seek further advice from the Forced Marriage Unit.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a learner is being forced into marriage, they will speak to the learner about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the learner (if possible) about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)
- Refer the learner to appropriate support services, where possible.

### Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **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 of terrorism 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.

Colleges have a duty to prevent learners from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify learners at risk.

We will assess the risk of learners in our college being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our learners to stay safe online at College and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in learners' behaviour or to changes in behaviour of family members that staff observe or that a learner talks about.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a learner is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion



- › Isolating themselves from family and friends
- › Talking as if from a scripted speech
- › An unwillingness or inability to discuss their views
- › A sudden disrespectful attitude towards others
- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- › Accessing extremist material online, including on Facebook or Twitter
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Learners who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a learner, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the College's measures to prevent radicalisation are set out in other College policies and procedures, including our curriculum policy, positive behaviour support policy and online safety policy.

### **Peer-on-peer abuse**

Peer-on-peer abuse is when learners abuse other learners. This type of abuse can take place inside and outside of college and online.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- › Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- › Abuse in intimate personal relationships between peers
- › Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- › Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- › Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- › Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- › Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- › Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where learners abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a learner makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our College's approach to this type of abuse.

### **Sexual violence and sexual harassment between learners in college**

Sexual violence and sexual harassment can occur:

- Between 2 learners of any age and sex
- Through a group of learners sexually assaulting or sexually harassing a single learner or group of learners
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Learners 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 and will be exacerbated if the alleged perpetrator(s) attends the same College.

If a victim reports an incident, it is essential that staff make sure they 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.

Some groups are potentially more at risk. Evidence shows that girls, learners with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) learners are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a learner makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our College's approach to this type of abuse.

### **Serious violence**

Indicators which may signal that a learner is at risk from, or involved with, serious violent crime may include:

- Increased absence from college
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance

- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the learner has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from college
- Having experienced learner maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a learner being involved in, or at risk of, serious violence, they will report this to the DSL.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff. They will be advised to minimise use of a mobile phone to areas where there are no students.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the College who are visiting for a professional purpose that will involve working directly with a learner unaccompanied will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional must provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the College any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using College facilities is not seeking to disseminate extremist views or radicalise Learners or staff.

### **Non-collection of learners**

If a learner is not collected at the end of the session/day or we are made aware by a transport provider that the learner was unaccompanied at home, we will:

Ensure the learner is safe and supported until an appropriate person is able to collect them if they remain on college premises; or ensure that the transport provider has taken appropriate steps to ensure the learner is safe at home. Responsibility for leaving an unaccompanied vulnerable adult at their home address resides with the transport provider, but the college will take all reasonable measures to ensure the learner is safe.

Contact the parents/carers or emergency contacts to locate an appropriate person.

Where no appropriate person can be located within 1 hour of the learner's expected collection time, the college will notify the learner's social worker or the adult duty team or the out-of-hours team, as appropriate. The college will work with local social services to ensure the learner is found a place of safety if required or otherwise supervised until collection is possible.

The college will discuss repeated incidents of late collection or reports of unaccompanied learners at home with parents / carers and report or signpost to adult social services or other supporting agencies as required.

## **Missing Learners**

Our procedures are designed to ensure that a missing learner is found and returned to effective supervision as soon as possible. If a learner goes missing, we will follow our Lost Learner Policy immediately. Staff should also have regard to the Serious Incident Offsite Policy.