

Child Protection and Safeguarding Policy			
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Table of Contents

1. Ethos statement
2. Introduction
3. Statutory framework
4. Key roles and responsibilities
5. Training
6. Recognising concerns – signs and indicators of abuse
7. Specific safeguarding issues
8. Curriculum
9. Online safety
10. Peer on peer abuse
11. Procedures
12. Information sharing, record keeping and confidentiality
13. Managing allegations made against members of staff or volunteers
14. Whistleblowing
15. Useful contacts and links
16. Appendix A – further information on specific safeguarding issues
17. Appendix B – recording form for safeguarding concerns
18. Appendix C – body map

College Child Protection and Safeguarding Policy Framework

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, always, what is in the **best interests** of the child.

(Keeping Children Safe in Education)

1. Ethos statement

We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

2. Introduction

The governing body/proprietor¹ recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Suffolk Safeguarding Children Board.

This policy will be reviewed annually, as a minimum, and will be made available publicly via the college website or on request.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and acting to enable all children to have the best outcomes.

This policy is for all staff, parents, governors, volunteers and the wider college community. It forms part of the child protection and safeguarding arrangements for our college and is one of a suite of policies and procedures which encompasses the safeguarding responsibilities of the college this policy should be read in conjunction with other college policies; for:

Staff

Staff Code of Conduct and Behaviour Policy (including the ICT User Agreement, the Acceptable Use of ICT and Mobile Phones policy, the Social Networking and Harassment and Bullying Policy and the DBS Guidance document, E-Safety Policy and Anti-Bullying Policy. In addition to these policies, we adhere to the Safer Recruitment procedures.

Students

Online Safety Policy and the Anti-Bullying Policy.

¹ In maintained colleges the governing body is responsible for ensuring their functions are exercised with a view to safeguarding and promoting the welfare of children in accordance with section 175 of the Education Act 2002, for student referral units it is the management committee, in independent colleges, including academies and free colleges this duty sits with the proprietor. References to the governing body throughout this policy framework includes management committees.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that they understand and meet their statutory responsibilities;
- Ensure consistent good practice across the college.

The governing body/proprietor expects that all staff will know and understand this child protection and safeguarding policy and their responsibility to implement it. Staff must, as a minimum, have read and understand [Part One of KCSiE](#). Governors/trustees will ensure that they have read and understand [Parts One and Two of KCSiE](#).

The governing body/trustees will ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training which is regularly updated.

Compliance with the policy will be monitored by the Principal, designated safeguarding lead (DSL) and named safeguarding governor/trustee.

3. Statutory framework

Section 175 of the Education Act 2002 in the case of maintained colleges and student referral units², Section 157 of the Education Act and the Education (Independent Colleges) Regulations 2014 for independent colleges (including academies and free colleges) place a statutory duty on governing bodies and proprietors to have policies and procedures in place that safeguard and promote the welfare of children and young people who are students of the college which must have regard to any guidance given by the Secretary of State.

A Local Safeguarding Children Board (LSCB) must be established for every local authority area³. The LSCB has a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Suffolk, all professionals including staff in colleges should work in accordance with the multi-agency procedures developed by the Suffolk SCB (SSCB) which can be found on their website at: <http://suffolkscb.org.uk/>.

4. Key roles and responsibilities

Governing Body/Trustees

² Section 175, Education Act 2002 – for management committees of student referral units, this is by virtue of regulation 3 and paragraph 19A of Schedule 1 to the Education (Student Referral Units) (Application of Enactments) (England) Regulations 2007

³ Please note that in accordance with Working Together to Safeguard Children 2018, Suffolk Safeguarding Children Board will be working towards transition to the new Safeguarding Partner Arrangements, which should be in place by July 2019. This policy will need to be revised to reflect the new arrangements.

The governing body/trustees has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the college complies with them. The governing body/proprietor should also ensure that the policy is made available to parents and carers by publishing this on the college website or in writing if requested.

The governing body/trustees will ensure that the college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the college's safeguarding arrangements consider the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

It is the responsibility of the governing body/trustee to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our college and that the college has procedures for appropriately managing allegations of abuse made against members of staff (including the Principal and volunteer helpers).

The governing body/trustees will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who have lead responsibility for safeguarding and child protection, and a designated member of staff to promote the educational achievement of children who are looked after or previously looked after and will ensure that these people have the appropriate training.

The governing body will inform Suffolk County Council annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit.

Designated Safeguarding Lead (DSL)

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex B of KCSiE).

The DSL will have the appropriate status and authority to carry out the duties of the post.

The DSL and any alternate DSLs should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or an alternate should always be available during college hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.

Principal

The Principal will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff must read and ensure they understand Part One of KCSiE.

All staff must ensure they are familiar with the systems within college which support safeguarding, including the child protection and safeguarding policy, the Staff code of conduct and behaviour policy, and the role of the DSL (including the identity of the DSL and any deputies).

All staff should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff should know what to do if a child tells them he/she is being abused or neglected.

Relevant staff (Personal Progress Tutors) should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.

All staff should be aware of the [early help process](#) and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Knowing what to look out for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children’s social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	Alan Whittaker Jenny Milsom Michelle Hughes
Alternate DSL	Helen Bright
Named safeguarding governor	Malcolm Firth
Chair of Governors	Malcolm Firth
College e-Safety Lead	Alison Baker
Designated person for Children in Care and children previously in care (CiC)	Helen Bright

5. Training

The governing body/trustees will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated and [in line with advice from SSCB](#). In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the college’s safeguarding and child protection policy, online safety, the Staff Code of Conduct and Behaviour Policy, and the role of the designated safeguarding lead. Copies of the college’s policies, procedures and Part One of KCSiE will be provided to new staff at induction.

The Principal will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

6. Recognising concerns - signs and indicators of abuse.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be

abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (See section 7: Specific safeguarding issues and Appendix A)

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

(Source Keeping Children Safe in Education)

7. Specific safeguarding issues

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

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

All staff should be clear about the college's policy and procedures with regards to peer on peer abuse. Staff should report this directly on My Concern. If you are concerned that a student is at risk of significant harm, then please contact the Designated Safeguarding Lead (DSL) in the first instance.

Safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside the college. All staff, especially the DSL (or deputy), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process. Additional information regarding contextual safeguarding can be found here: [Contextual Safeguarding](#)

Further information about specific forms of abuse and safeguarding issues can be found in Appendix A. All staff should familiarise themselves with this.

8. Curriculum

The governing body/trustees will ensure that children and young people are taught about safeguarding, including online safety, through teaching and learning opportunities as part of a broad and balanced curriculum. This is in order to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.

This may include covering relevant issues through Relationships Education and Relationships and Sex Education (also known as Sex and Relationship Education) and through Personal, Social, Health and Economic education (PHSE).

The governing body/trustees will also ensure there is a comprehensive curriculum response to e-safety issues, enabling children and young people and their parents to learn about the risks of new technologies, communication and social media and how to use these responsibly.

The college will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

9. Online safety

The use of technology has become a significant component of many safeguarding issues, for example, technology often provides the platform that facilitates child sexual exploitation, radicalisation and sexual predation.

There are three categories of risk:

- Content: being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racist or radical and extremist views;
- Contact: being exposed to harmful online interaction with other users, for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, or online bullying.

The governing body/trustees has had due regard to the additional information and support set out in KCSiE and will ensure that the college has a whole college approach to online safety and has a clear policy on use of communications technology in college.

College staff can access resources, information and support as set out in Annex C of KCSiE.

10. Peer on peer abuse

In most instances, the conduct of students towards each other will be covered by the Student Code of Conduct. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The college is clear that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Peer on peer abuse can manifest itself in many ways and may include sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting (also known as youth produced sexual imagery), initiation/hazing type violence and rituals.

Any incidents of serious peer on peer abuse will be managed according to college procedures which detail measures to minimise the risk of peer on peer abuse, how allegations of peer abuse will be recorded, investigated and dealt with, and processes for how victims, perpetrators and any other child affected by peer on peer abuse will be supported.

11. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on **My Concerns** and pass it to the DSL without delay. Invigilators can submit any concerns via the paper-based system.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person’s mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don’t make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told;
- Report the issues via My Concern;
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or alternate without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a safeguarding concern is reported on My Concern, the DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit the SSCB multi agency referral form (MARF) ([available on the SSCB website](#))⁴.

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm, they should call Customer First immediately and then complete the SSCB MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

College staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The college is committed to providing as much relevant up to date information about the child as possible, including submitting

⁴ N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

reports for child protection conferences in advance of the meeting in accordance with SSCB procedures and timescales.

Where reasonably possible, the college is committed to obtaining more than one emergency contact number for each student.

College staff must ensure that they are aware of the procedure to follow when a child goes missing from education. Further information can be found in Appendix A.

12. Information sharing, record keeping and confidentiality

Information sharing is vital in identifying and tackling all forms of abuse.

As part of meeting a child's needs, the college understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

The college will have regard to SCC [Guidance for colleges on maintaining and transferring student safeguarding/child protection records](#).

The college recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or students) or promise a child to keep a secret which might compromise the child's safety or wellbeing.

The college will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

13. Managing allegations made against members of staff or volunteers

The college will follow the SSCB [Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust](#) if an allegation is made against an adult in a position of trust.

An allegation is any information which indicates that a member of staff /volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our college.

If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is their duty to report these to the headteacher. Where the concerns or allegations are about the headteacher, these should be referred to the Chair of Governors.

The Principal/Chair of Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The corporate director for Health, Wellbeing and Children's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADOCentral@suffolk.gcsx.gov.uk or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff and volunteers.

14. Whistleblowing

The governing body/trustees recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider college community) raises a concern about danger or illegality that affects others, for example, students in the college or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the college's safeguarding arrangements.

The governing body/trustees would wish for everyone in the college community to feel able to report any child protection/safeguarding concerns through existing procedures

within college, including the whistleblowing procedure adopted by governors/proprietor where necessary (a model Whistleblowing policy is available from Colleges' Choice where colleges buy into that service). However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

15. Useful Contacts:

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167

Customer First: 0808 800 4005

Police (emergency only): 999

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk Local Safeguarding Children Board www.suffolkscb.org.uk

Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

16. Appendix A

Further information on specific safeguarding issues (source: Annex A, KCSiE)

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#).

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

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their college or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both

- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episode, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the National Referral Mechanism⁵ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate

⁵ [National crime agency human-trafficking](#)

partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC-UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

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

the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#)

So-called 'honour-based' violence

So-called honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing, Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**⁶ that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should **not** be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.⁷ Unless the teacher has good reason not to, they should still consider and discuss any such case with the college or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e.

⁶ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at colleges and other institutions in England).

⁷ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage, Colleges and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of colleges and colleges. College and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a college's or college's safeguarding approach.

[Extremism](#)⁸ is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Radicalisation](#)⁹ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All colleges and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to

⁸ As defined in the Government's Counter Extremism Strategy

⁹ As defined in the Revised Prevent Duty Guidance for England and Wales

have “due regard¹⁰ to the need to prevent people from being drawn into terrorism”.¹¹ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of colleges’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerns with colleges (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for colleges on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by Her Majesty’s Government has been developed to support and equip college and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and college and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel Guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The college or college’s Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the college or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such

¹⁰ According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹¹ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in colleges and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that college and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹² as described below:

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

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

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

¹² [Legislation.gov.uk](http://legislation.gov.uk)

What is consent?¹³ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹⁴

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (colleges and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁵ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of KCSiE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

¹³ It is important college and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped, More information [here](#)

¹⁴ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key Stage 3 and 4.

¹⁵ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11 year old witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Children missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for colleges	DfE and ACPO advice
	Drugs strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for colleges: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office

	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical conditions: supporting students at college	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for colleges	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for colleges and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in colleges and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

17. Appendix B

Record of concern about a child/young person's safety and welfare

Part 1 (for use by any staff – must be handwritten and legible)

Student's name:	Date of birth:	Class/Form:
Date & time of incident:	Date & time (of writing):	
Name (print): Job title:		
Signature:		

<p>Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. <i>(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.</i></p>	
<p>What is the student's perspective?</p>	
<p>Professional opinion, where relevant <i>(how and why might this have happened?)</i></p>	
<p>Any other relevant information. Previous concerns etc. <i>(distinguish between fact and opinion)</i></p>	
<p>Note actions, including names of anyone to whom your information was passed and when</p>	

Check to make sure your report is clear to someone else reading it.

Please pass this form to your DSL without delay

Record of concern about a child/young person's safety and welfare

Part 2 (for use by DSL)

Information received by DSL:	Date:	Time completed:	From whom:		
Any advice sought , if applicable	Date:	Time completed:	From: name/organisation:		
	Advice received:				
Action taken with reasons recorded <i>(e.g. MARF completed, monitoring advice given to appropriate staff, CAF etc)</i>	Date:	Time completed:	By whom:		
Outcome	Date:	Time completed:	By whom:		
Parent/carer informed?	Y	Who spoken to:	Date:	Time:	By whom:
	N	Detail reason:			
Is any additional detail held, if so where?					
Prior safeguarding history	No. of previous records of concern:				
	Has the child been subject of CAF/Early Help assessment?				

	Currently on CP Plan (CPP) / Child in Need Plan (CiN)		
	Previously on CP Plan (CPP) / Child in Need Plan (CiN)		
	Is child known to other agencies?	Y / N	
Name of DSL:		Signature:	

18. Appendix C

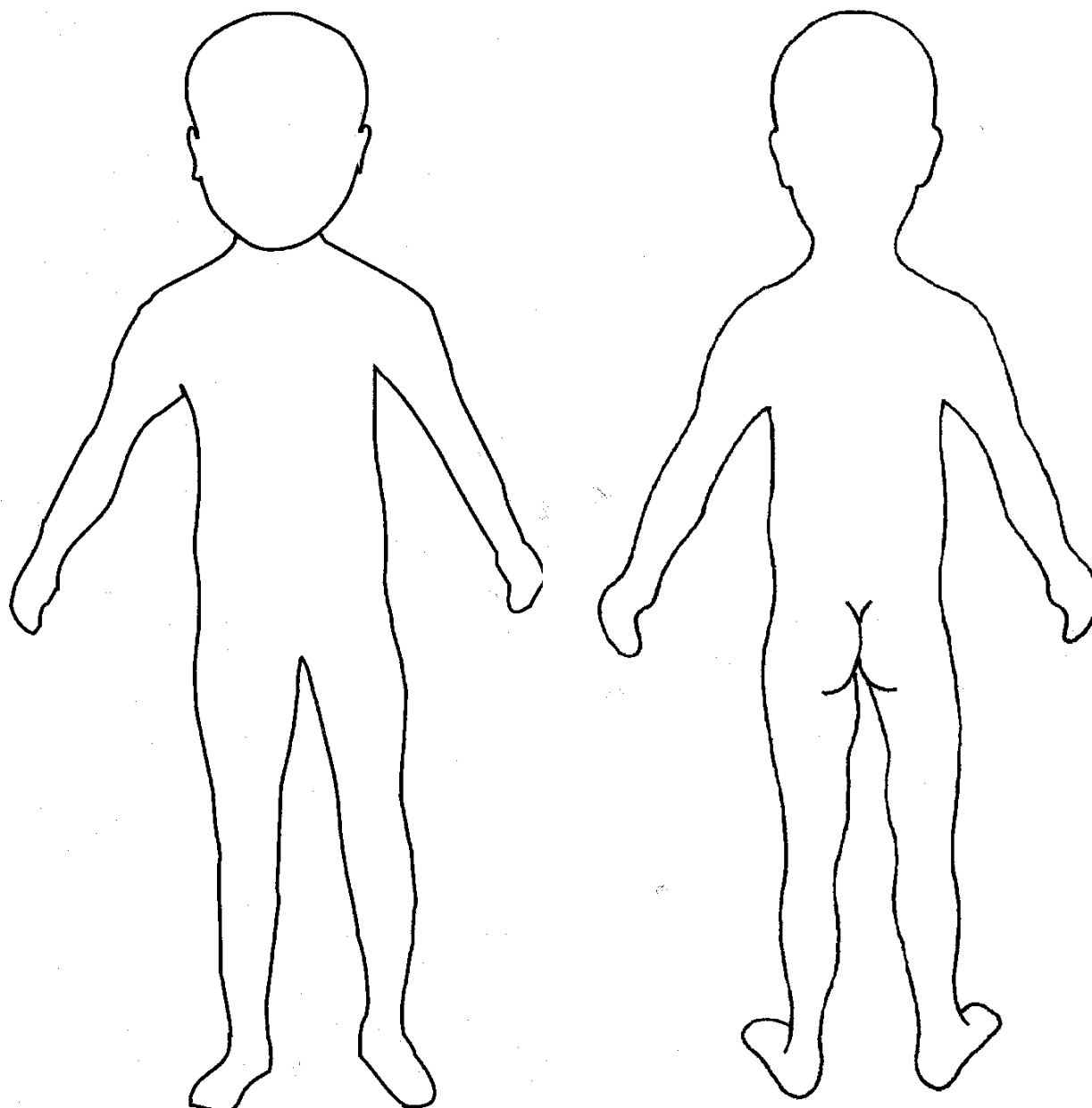
BODYMAP

(This must be completed at time of observation)

Name of Student: _____ Date of Birth: _____

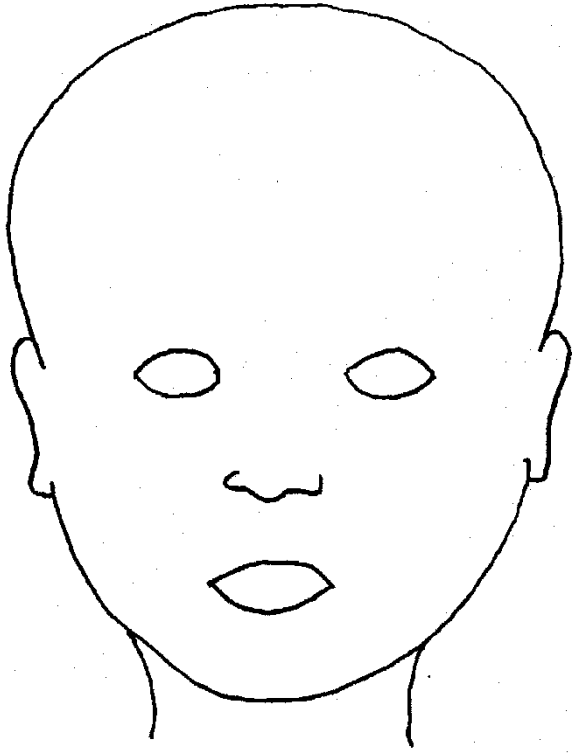
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Date and time of observation: _____

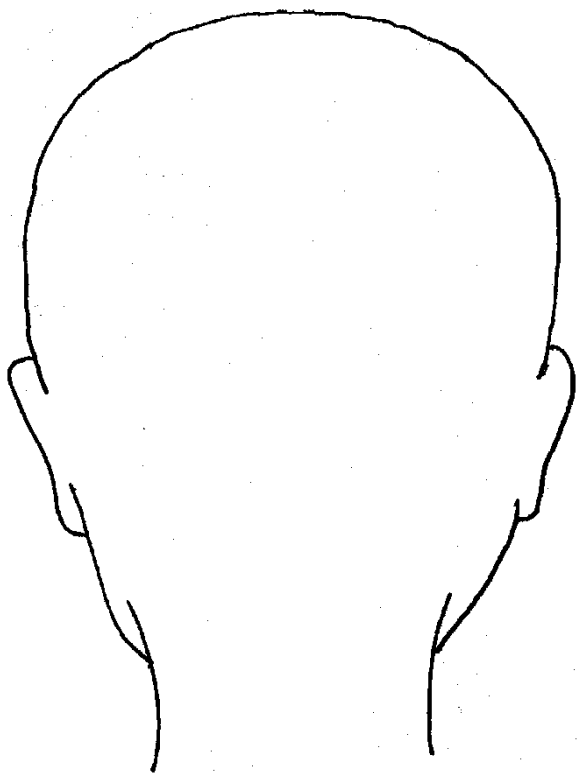


Name of student: _____

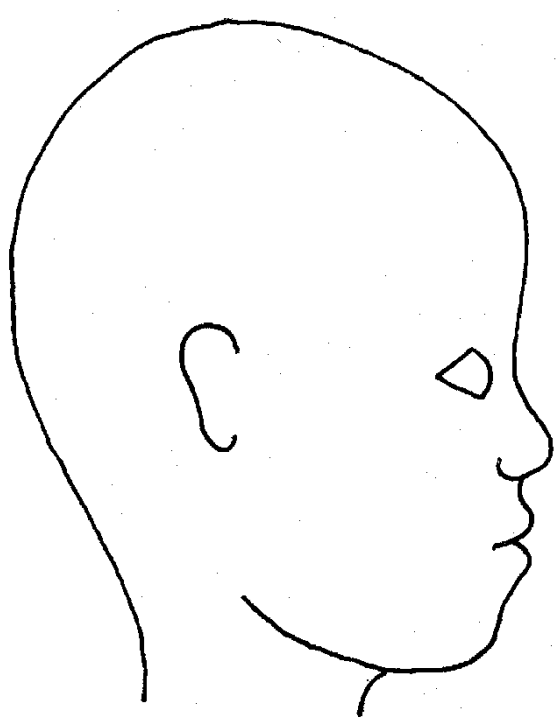
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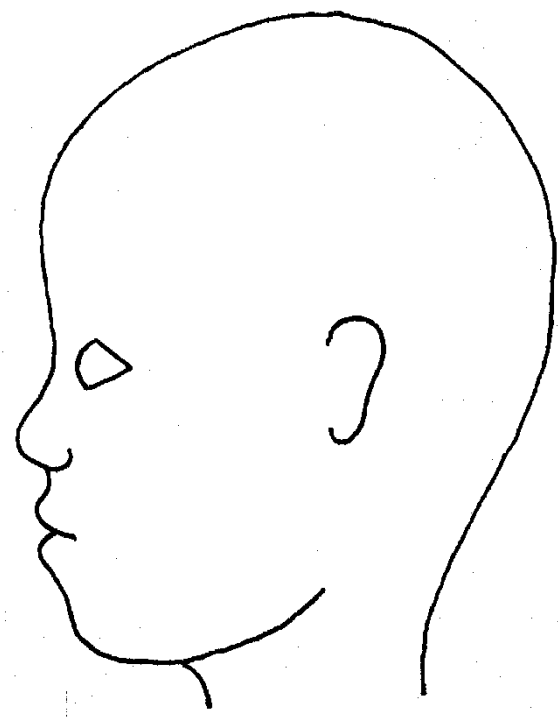
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BACK



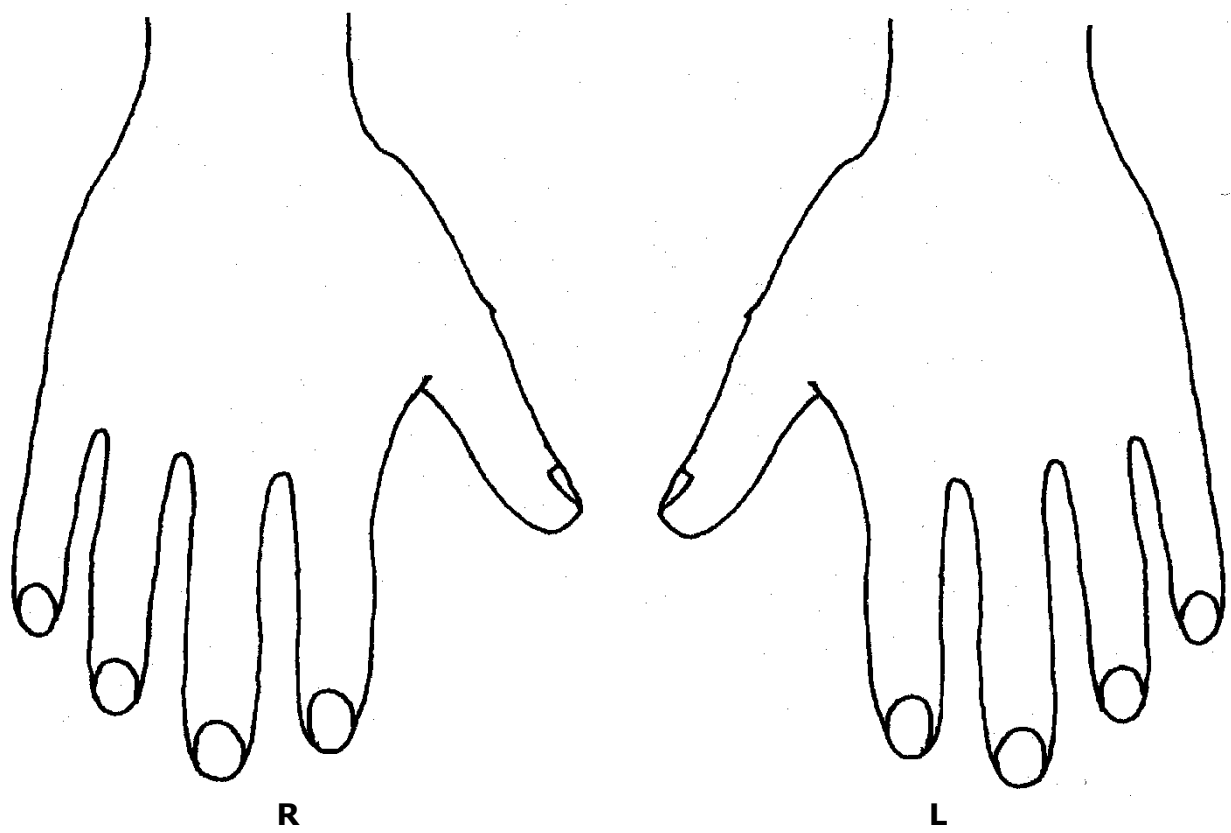
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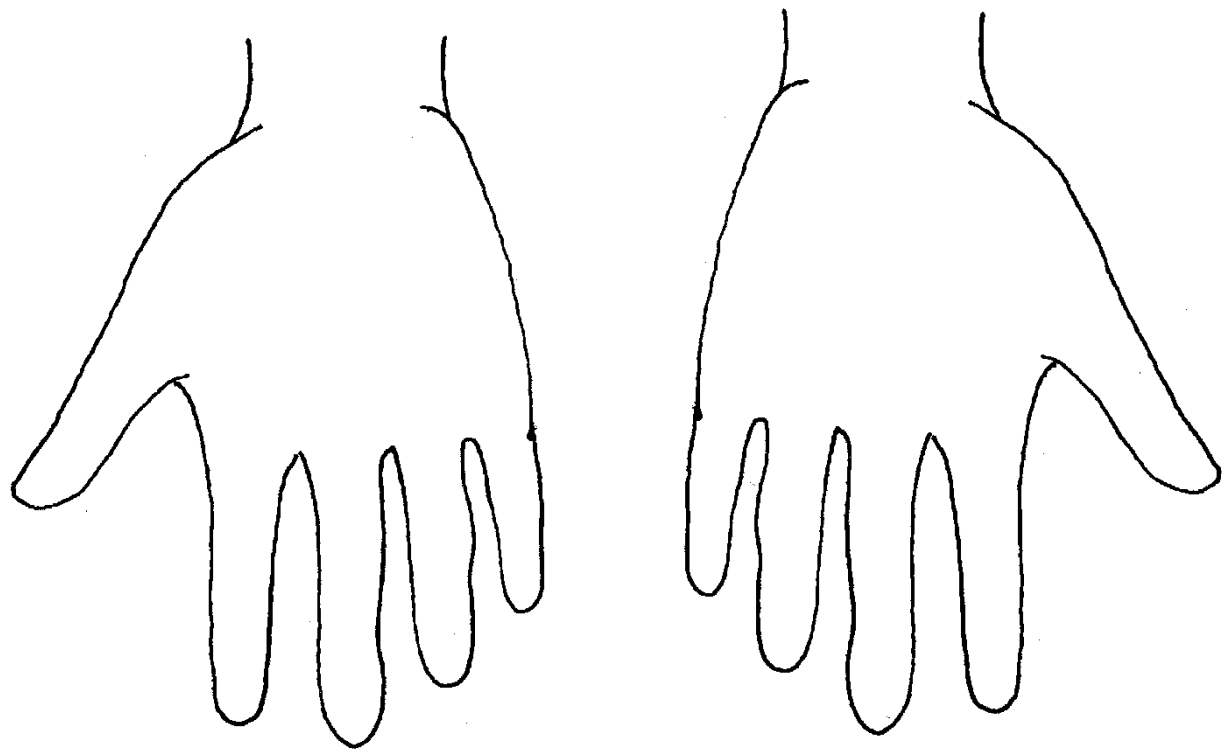
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Name of student: _____

Date and time of observation: _____

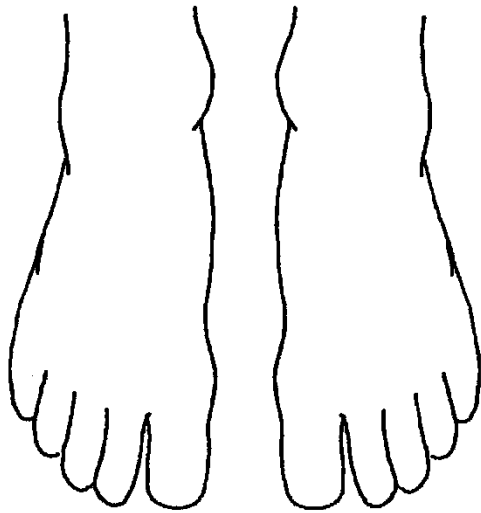


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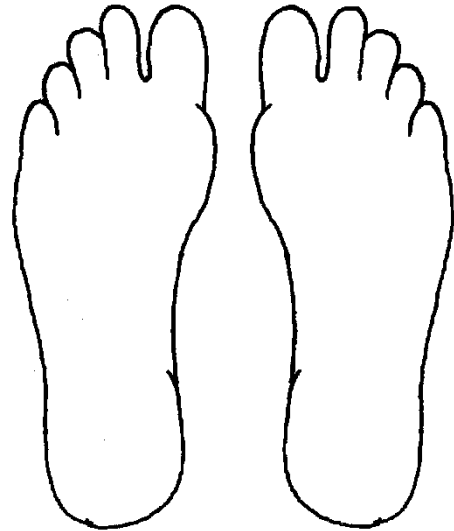


Name of Student:

Date and time of observation:



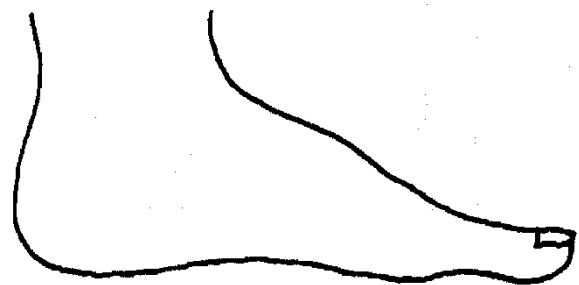
R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name,
Signature and
Job title of staff:

Appendix 1 : British Values and Challenging Radicalisation, Extremism and Terrorism Procedure

Appendix 1 (of the Safeguarding Policy) British Values and Challenging Radicalisation, Extremism and Terrorism Procedure

Purpose: To support British Values and promote these with our students and staff and to challenge radicalisation, extremism and terrorism within One

Scope: Whole College Community

Responsibility: Whole College Community

PROCEDURE

Introduction

One is committed to providing a secure environment for students, where they feel safe and are kept safe. All staff at One recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role involves direct contact or responsibility for students.

In recognising this procedure, staff and visitors will contribute to the college's delivery of the outcomes to all students, as set out in s10 (2) of the Children's Act 2004. This procedure is one element within our overall college arrangements to safeguard and promote the welfare of all students in line with our statutory duties set out at s175 of the Education Act 2002.

The procedure for addressing British Values & Challenging Radicalisation, Extremism and Terrorism and Safeguarding procedure also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014 including:

- The physical, mental health and emotional well-being of children;
- The protection of children from harm and neglect; the education, training and recreation of children;
- The contribution made by them to society;
- Their social and economic well-being.

College Ethos and Practice

This procedure uses the following accepted government definition of extremism; *'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'*.

There is no place for extremist views of any kind in our college, whether from internal sources – students, staff or governors, or external sources - college community, external agencies or individuals. Our students see our college as a safe

Appendix 1 : British Values and Challenging Radicalisation, Extremism and Terrorism Procedure

place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure our environment allows for this.

As a college we recognise that extremism and exposure to extremist materials and influences can lead to vulnerable individuals/groups being targeted, harmed and in extreme cases killed. We also recognise that if we fail to challenge extremist views we are failing to protect our students. Therefore our staff will receive specialist training which includes information from the Home Office on WRAP (Workshop to Raise Awareness of Prevent (WRAP). PREVENT is part of the Government counter-terrorism strategy. It's designed to tackle the problem of terrorism at its roots, preventing people from supporting terrorism or becoming terrorists themselves. When staff are concerned about an individual or group the PREVENT regional co-ordinator will be contacted who may choose to send any relevant information to Channel. - "Channel is a multi-agency partnership that evaluates referrals of individuals at risk of being drawn into terrorism, working alongside safeguarding partnerships and crime reduction panels." (Prevent Strategy, Home Office, 2011).

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is key to equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed and non-confrontational manner.

Therefore, at One we will provide a broad and balanced tutorial programme, delivered by skilled Personal Progress Tutors, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore at One we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our students Disciplinary Policy and Code of Conduct.

As part of wider safeguarding responsibilities college staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other colleges, local authority services, and police reports of issues affecting students in other colleges or settings

Appendix 1 : British Values and Challenging Radicalisation, Extremism and Terrorism Procedure

- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate crime terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

We will closely follow locally agreed procedures as set out by the Local Authority and/or Suffolk's Safeguarding Children's Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

There is a Regional Prevent Strategy Co-ordinator who we can contact via telephone or email.

Equally there is a Local Safeguarding Board Protocol:
<http://www.suffolkscb.org.uk/assets/files/2013/2013-05-29QG9Vulnerabletoradicalisation.pdf>

<http://www.suffolkscb.org.uk/assets/files/2014/Suffolk-VTR-Protocol-May-2013.rtf>

Ethos and approach

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support will be delivered through the tutorial process.

We will ensure that through the support of the college our students develop an understanding of, and a resistance to extremism. We want them to have a positive sense of identity through the development of critical thinking skills. We will provide Professional Development opportunities to ensure that wherever possible staff are equipped to recognise extremism and are skilled and confident enough to challenge it and where necessary refer to the appropriate person.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using an approach that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes

We will also work with local partners, families and communities in our efforts to ensure our college community understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we

Appendix 1 : British Values and Challenging Radicalisation, Extremism and Terrorism Procedure

believe a student is being directly affected by extremist materials or influences we will ensure that the student is offered mentoring. Additionally in such instances we will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our students; These speakers form part of our enrichment programme, which ranges from our annual fresher's fair to talks and information stands from a whole range of organisations including – Suffolk Young Adult Carers, Suffolk Police, and the Samaritans and the National Citizenship Service. We will also be organising talks for students with the Regional Prevent Co-ordinator.

We recognise that the ethos of our college is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

'Whistle Blowing'

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to 'Whistle Blow' or raise any issue in confidence through our usual safeguarding procedures.

Staff can raise issues with the designated senior manager under the College's 'Whistleblowing' procedure.

Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties.

Readiness for Life in Modern Britain (British Values):

We will promote the fundamental British Values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs by:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence;
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;

Appendix 1 : British Values and Challenging Radicalisation, Extremism and Terrorism Procedure

- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the college and to society more widely;
- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further developing tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encouraging respect for other people, and
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain.

Examples of how we will achieve these are:

- Provide materials on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, compared to other forms of government in other countries;
- Ensure all students within the college have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as Student Voice;
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view;
- Consider the role of extra-curricular activity, including any run directly by students, in promoting fundamental British values;
- Arrange talks with our regional prevent Coordinator;
- Continue to provide a programme of Enrichment which includes our Fresher's Fair, tutor group talks, attendance at local Student Conferences and utilising our One IoD Learning Advocates to research the views of our Student Community on particular themes one of which will be based on British Values for the 2015-16 academic year;

Code of Conduct and Behaviour			
Current Status	Operational	Last Review:	February 2019
Responsibility for Review:	Assistant Principal Students	Next Review:	February 2020
Internal Approval:	SLT	Originated:	Jan 2013

Code of Conduct for Students

All One students are expected to maintain excellent standards of personal behaviour, particularly in relation to other people. This means in practice that we are expected to:

- Show respect and value the contributions of all, demonstrating honesty and integrity which reflects fundamental universal Values.
- Giving courtesy and respect to all people at One, whether they are students, staff or visitors
- Accepting personal responsibility for our actions when dealing with other people.
- Ensure that the One ID is on your person at all times when on One premises (in order to fulfil our responsibility for Safeguarding)
- Maintain a minimum attendance of 90%

As a consequence of this there is a range of behaviour which is not acceptable under any circumstances and which will result in disciplinary action being taken:

- Possession of, or being under the influence, of alcohol or illegal drugs
- Violent or aggressive behaviour towards other people
- Bullying, defined as deliberately hurtful behaviour to any member of the One Community repeated over a period of time. This includes:
 - physically hurtful behaviour (e.g. hitting, kicking)
 - verbally hurtful behaviour (e.g. name calling, racist remarks)
 - cyberbullying (e.g. through text messaging, social networks etc.)
 - indirectly hurtful behaviour (e.g. spreading rumours, encouraging exclusion of someone from particular social groups)
- Malicious damage to the buildings of One, or to the property of One, or its students, staff and visitors
- Offensive behaviour of any kind
- Wearing clothing that is inappropriate or causes offence.
- Students can wear items of dress that are dictated by race or ethnic origin providing facial visibility is ensured
- Ignoring the reasonable instructions of a member of staff, such as a request to see your ID.
- Use of foul or abusive language (in any circumstances)
- Depositing litter or waste materials anywhere other than in proper disposal facilities.
- Theft of property belonging to others

-
- Possession of offensive weapons
 - Distribution of offensive materials. Spitting in any location, and smoking (including e-cigarette) outside of the designated area
 - Writing of graffiti, or posting of any other material on One property, except where authorised on One Notice Boards
 - The inappropriate use of social network sites, which brings One into disrepute or causes offence to students or staff.
 - Inappropriate communication with students and/or staff.
 - Using a digital camera or recorder for anything other than college work especially where this may result in harm to others
 - Attempting to gain unfair advantage in assessments related to qualifications being undertaken through One (this is defined in the One Plagiarism Policy)
 - Failure to attend a planned exam without a legitimate reason will result in the student paying for that exam and any subsequent re sit.
 - Inappropriate use of the One ID including enabling unauthorised entry of those not part of the One community

I accept that I must attend all timetabled sessions and that during the year my timetable may be amended.

I agree to pay the resource deposit before I start my programme and understand that this is compulsory.

I agree to pay any costs associated with work experience and I know that I must pay the costs associated with this before I commence my course.

I accept that students often undertake part time work and that this experience can be of real value. However, students are not expected to undertake part time work, between 9am-4pm, on any weekday if on that day they have a lesson at One.

I also accept that students learn to drive and it is recognised that this too is a valuable experience. However, I know that driving lessons must not be booked at a time when I normally have a timetabled session.

I understand that I am not allowed to park a car on site unless specifically authorised by the college. The college has a commitment to wish to working with students and local residents to ensure that the needs of all are met; we have a particular interest in ensuring the safety and well-being of all and in particular in ensuring that the students at One park responsibly in the local area ensuring that local residents have access to Emergency services and other amenity services such as refuse collections. I understand that should I choose to drive myself to college and park in the roads in the immediate vicinity of One I will show due consideration and courtesy to the residents ensuring I park responsibly

This code applies to all situations where students are involved in activities relating to their work or study, including representing One away from the main site and travelling to and from One. The content in the code is not exhaustive and One reserves the right to invoke the disciplinary procedure where it sees fit.

Online Safety			
Current Status	Operational	Last Review:	February 2019
Responsibility for Review:	Assistant Principal, (Students)	Next Review:	February 2020
Internal Approval:	SLT	Originated:	June 2010

1. Introduction

One has a duty to safeguard and promote the welfare of its students and this includes ensuring that students develop and apply their ICT capability effectively and responsibly in their everyday lives.

There are a number of documents that sets out how individuals and organisations should work in partnership to safeguard and promote the welfare of children. These include:

- *Working Together to Safeguard Children 2016*¹
- Keeping Children Safe in Education 2015²
- Serious Crime Act 2015³
- Counter Terrorism and Security Act 2015⁴
- Ofsted 2015⁵

¹ Gov.uk. 2016. **Working Together to Safeguard Children**. [ONLINE]

² Gov.uk. 2016. **Keeping Children Safe in Education**. [ONLINE] Available at:

³ Gov.UK. 2015. **Serious Crime Act 2015**. [ONLINE] Available at: <https://www.gov.uk/government/collections/serious-crime-bill>. [Accessed 07 March 16].

⁴ Gov.UK. 2015. **Serious Crime Act 2015**. [ONLINE] Available at: <https://www.gov.uk/government/collections/serious-crime-bill>. [Accessed 07 March 16].

⁵ Gov.UK. 2015. **Common inspection framework: education, skills and early years from September 2015**. [ONLINE] Available at: <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>. [Accessed 07 March 16].

The 'staying safe' outcome seeks to ensure that children and young people are:

- safe from maltreatment, neglect, violence and sexual exploitation
- safe from accidental injury and death
- safe from bullying and discrimination
- safe from crime and anti-social behaviour in and out of school
- secure, stable and cared for
- safe from radicalisation

It is the duty of the college to ensure that every child and young person in their care is safe and the same principles should apply to the 'virtual' or digital world learners will encounter whenever they use ICT in all its various forms.

All users in the organisation also need to be aware of e-Responsibility Digital Literacy, which supports Online Safety.

Digital Literacy can be defined as:

"The capabilities which fit someone for living, learning and working in a digital society."⁶

Recent government research activities such as Keeping Children Safe in Education consultation⁷ have focused on keeping young people safe online. In addition, both the UK Council for Child Internet Safety (UKCCIS)⁸ and National Crime Agency CEOP Command⁹ promote, support and investigate Online Safety issues.

⁶ Jisc. 2015. **Developing digital literacies in practice**. [ONLINE] Available at: <https://www.jisc.ac.uk/guides/developing-digital-literacies/in-practice>. [Accessed 08 March 16].

⁷ Gov.uk. 2016. **Keeping Children Safe in Education consultation**. [ONLINE] Available at: <https://www.gov.uk/government/consultations/keeping-children-safe-in-education-proposed-changes>. [Accessed 08 March 16].

⁸ Gov.uk. 2016. **UK Council for child internet safety**. [ONLINE] Available at: <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>. [Accessed 08 March 16].

⁹ National Crime Agency Command. 2016. **Child Exploitation & Online Protection Centre**. [ONLINE] Available at: <https://www.ceop.police.uk/>. [Accessed 08 March 16].

One's Online Safety Policy has been written by the College's Online Safety Lead in collaboration with the Designated Safeguarding Lead building on the SWGfL template. It has been agreed by the senior management and approved by Governors. It will be reviewed annually.

This Policy document is drawn up to protect all parties and aims to provide clear advice and guidance on how to minimise risks and deal with any infringements.

2. The Technologies

ICT in the 21st Century has an all-encompassing role within the lives of children, young people and adults. New technologies are enhancing communication and the sharing of information. Current and emerging technologies used in colleges and, more importantly in many cases, outside of college by children, young people and adults include:

- the internet
- e-mail
- Instant messaging (e.g. www.skype.com, www.snapchat.com) often using simple web cams or mobile devices.
- Blogs (online publishing e.g. www.blogger.com , www.tumblr.com)
- Podcasting (audio/video broadcasts either live or downloaded to computer or MP3/4 player e.g. www.soundcloud.com)
- Social networking sites (e.g. www.instagram.com , www.facebook.com, www.twitter.com, www.pinterest.com, www.askfm.com, www.linkedin.com)
- Video sharing/streaming sites (e.g. www.youtube.com, www.liveleak.com www.snapchat.com, www.twitch.com)
- Chat Rooms (e.g. www.omegele.com)
- Dating sites (e.g. www.tinder.com.)
- Forums (e.g. www.reddit.com and www.9gag.com)
- Gaming Sites (e.g. www.miniclip.com/games/en/, www.runescape.com/)
- Music download sites (e.g. www.apple.com/itunes/ www.tidal.com www.spotify.com)
- Mobile phones with camera and video functionality
- Mobile technology (e.g. games consoles) that are 'internet ready'
- Smart phones with e-mail, web functionality and cut down 'Office' applications
- Location based services (services that allow you to check in your current location, so it is publicly viewable e.g. Google Maps and social media sites e.g. Facebook, Instagram, Twitter etc.

3. One's approach to the safe use of ICT

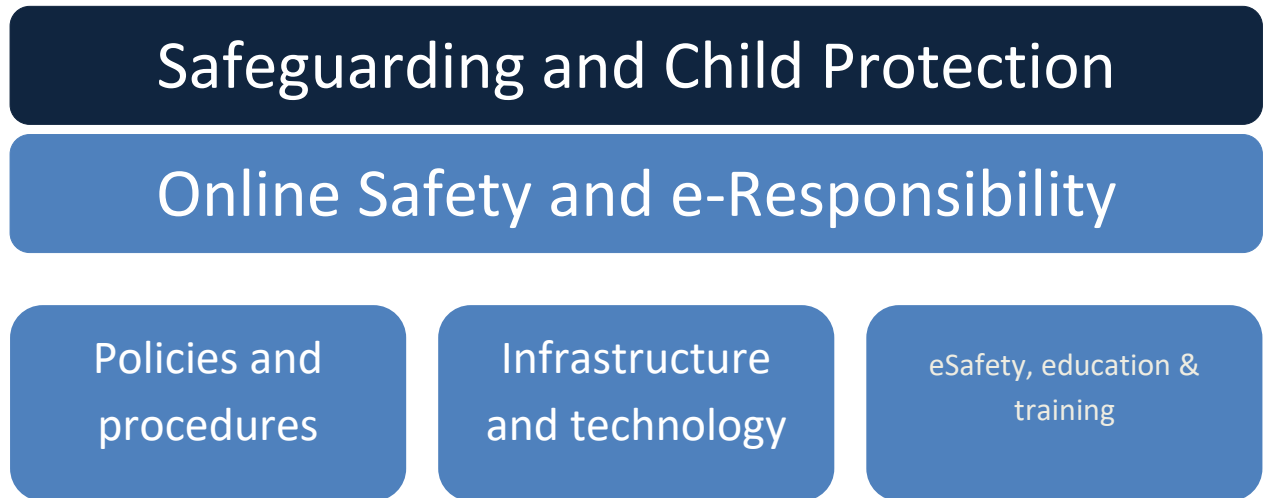


Figure 1: creating a safe learning environment

Online Safety and e-Responsibility are components, part of the College's commitment to the safeguarding of learners. Creating a safe ICT learning environment consists of three main elements¹⁰:

- Policies and procedures, with clear roles and responsibilities
- An effective range of infrastructure and technology
- An Online Safety education and training programme for students, staff and parents

¹⁰ 7 Cf. Becta's PIES model (Safeguarding children in a digital world)

4. Roles and Responsibilities

At One Online Safety is recognised as an essential aspect of strategic leadership and the Principal, with the support of Governors, aims to embed safe practices into the culture of the College. The Principal ensures that the Online Safety policy is implemented, and compliance monitored.

The responsibility for Online Safety has been delegated to a member of the senior leadership and management team, the Assistant Principal, and eSafety Lead..

Governors need to have an overview and understanding of Online Safety issues and strategies at the College. One ensures governors are aware of local and national guidance on Online Safety and are updated annually on policy developments.

All teaching staff are responsible for promoting and supporting safe and responsible behaviour in their classrooms and following the College's Online Safety policy.

One will include guidance on Online Safety in the tutorial programme and ensure that every student has been educated about safe and responsible use of ICT (e-Responsibility).

One will make efforts to engage with parents over Online Safety matters and make available resources to help guide them in safe internet and social networking usage.

5. Communications

5.1 How will the Online Safety policy be introduced to students?

A section on Moodle is available on Moodle through the Student Services section. Personal Progress Tutors (PPTs) will also cover this with their tutor groups to help raise awareness and to stress the responsible and safe use of new technologies. Exemplar materials will be used from the **Child Exploitation and Online Protection** Centre (CEOP) to support this. Information relating to reporting inappropriate material will be available on the One website and Moodle.

All students will be required to sign the acceptable use of ICT policy each September as part of the induction programme.

Regular reminders about Online Safety will be promoted to students to keep the policy 'active'.

Students will also be reminded at the beginning of any lessons which involve the use of ICT of the rules and the potential risks of using the internet.

Students who have Additional Learning Needs will be supported by One so they are able to access a broad and balanced curriculum and recognise the importance of tailoring activities to suit the educational needs of each pupil. Where a student has specific learning requirements, or poor social understanding, careful consideration is given to the planning and delivery of Online Safety awareness sessions and internet access.

5.2 How will the Online Safety policy be discussed with staff?

All staff will have access to the Online Safety policy and the framework for Acceptable use of ICT on Platform One and will have access to useful resources to support this and to help understanding. They will abide by the Staff Code of Conduct.

Online Safety refreshers will be available to staff across the year including mandatory online resources to complete. Staff will receive online safety updates throughout the year as part of their 8.30 CPD sessions.

If staff have any concerns or questions about the use of ICT within One, they must discuss this with the line manager immediately.

5.3 How will parents' support be enlisted?

Internet use in students' homes is increasing rapidly. Unless parents are aware of the dangers, students may have unrestricted access to the internet. A partnership approach with parents is encouraged and the LRC team have developed information to show both how we ensure a safe environment and also offer advice on responsible use of internet and social networking at home. This information is available at Consultation evenings and Open Events.

5.4 How will Governors' support be enlisted?

All governors will receive training on Online Safety in the form of an annual refresher. The Principal will inform Governors about the progress of or any updates to the Online Safety curriculum and ensure Governors know how this relates to safeguarding

6. How will complaints and incidents regarding Online Safety be monitored?

One will take all reasonable precautions to ensure Online Safety. However, owing to the international scale and linked nature of internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable material will never appear on a College computer or mobile device. Having taken all reasonable security precautions, the College cannot accept liability for material accessed, or any consequences of internet access.

The Acceptable Use Policy for students and the Staff Code of Conduct outlines the expectations and responsibilities of staff and students, gives information about what constitutes an infringement and documents the range of sanctions that could be applied.

Sanctions available to students include:

- interview or referral to counselling by PPT, Student Services Leadership, Head or Director of Curriculum or a member of the Senior Leadership Team
- removal of internet and College network access for a specified period of time
- communication with parents or carers
- suspension
- exclusion
- police referral

Complaints about student misuse will be dealt with through the college disciplinary procedures.

Any complaint about staff misuse is referred to the Director of Human Resources.

Complaints of cyberbullying are dealt with in accordance with our Anti-Bullying Policy and Code of Conduct.

Complaints related to child protection are dealt with in accordance with the College's safeguarding policy (this policy is also an appendix of the Safeguarding Policy).

Complaints relating to the policy or its application will be dealt with through the College's complaints procedures.

7.0 Compliance

7.1 Staff

If colleagues are found to be in breach of this policy and/ or the guidelines, they will be subject to the Disciplinary Procedure.

7.2 Students

Please see documents on the following pages.

ICT User Agreement - Students

Acceptable Use of ICT at One

Users requesting access to the Network, Internet, or **e-mail** resources must agree to the proper use of the college's ICT resource, sign a copy of this statement and return it to the college. Users who fail to follow this agreement may be denied access to some, or all, of the college's resources and disciplinary procedures may be invoked.

The computer system is owned by the college and is made available to students to further their education and to staff to enhance their professional activities during teaching, research, administration and management.

The college reserves the right to examine or delete any files that may be held on its ICT system, to monitor any internet sites visited, and to examine any **e-mails**.

I understand and accept that:

1. Access to the resource can be made only via the User's own user name and password.
2. Users must not make their User ID or Password available to any other person.
3. All activities utilising the college's system should be appropriate to the enhancement of the student's education.
4. Copyright of materials must be respected.
5. Use of the network to access inappropriate materials (e.g. pornographic, racist or offensive material) is forbidden.
6. Unauthorised use for personal financial gain, gambling, political purposes or advertising is forbidden.
7. Activity that threatens the integrity of the college's ICT systems, or activity that attacks or corrupts ICT systems is forbidden, including attaching unauthorised electronic media or devices.
8. Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received.
9. Posting anonymous messages and/or forwarding chain mail is forbidden.

10. Language and content used for any electronic communication should be as is acceptable for normal work.
11. This Agreement covers college's ICT system even when access is made to the system from a home computer via the Internet.
12. The inappropriate use of social network sites, which brings Suffolk One into disrepute or causes offence to students or staff is not acceptable. Suffolk One expects students and staff to use social network sites such as Face Book, You Tube, and Twitter in a mature and responsible manner.
13. When submitting an assignment it is my responsibility to print my own work. To support this Suffolk One will provide me with a termly printing allowance which I will have the ability to top up.
14. When using any technology designed to avoid or bypass the college/education setting or other establishment filtering system is forbidden. I understand that intentional violation of this rule may result in disciplinary procedures being initiated
I will:
15. Notify a member of staff if I receive unpleasant messages or other material.
16. Respect the college's ICT equipment and use it suitably and with care.

Student Agreement

Please read the following statements:

- I agree to the College processing and using my personal data as detailed in the Privacy Notice for School Census form.
- I agree to the College processing and using my personal data contained in the enrolment form and other information (such as photos and portfolios), which the College may obtain from other people or me, whilst I am a student and for any purposes connected with my studies, my health and safety or for any other legitimate reason.
- I agree to give permission for my previous student information to be passed from the Local Authority, to the College.

The College will contact Parents/Guardians to involve them in course progress reviews and open evenings.

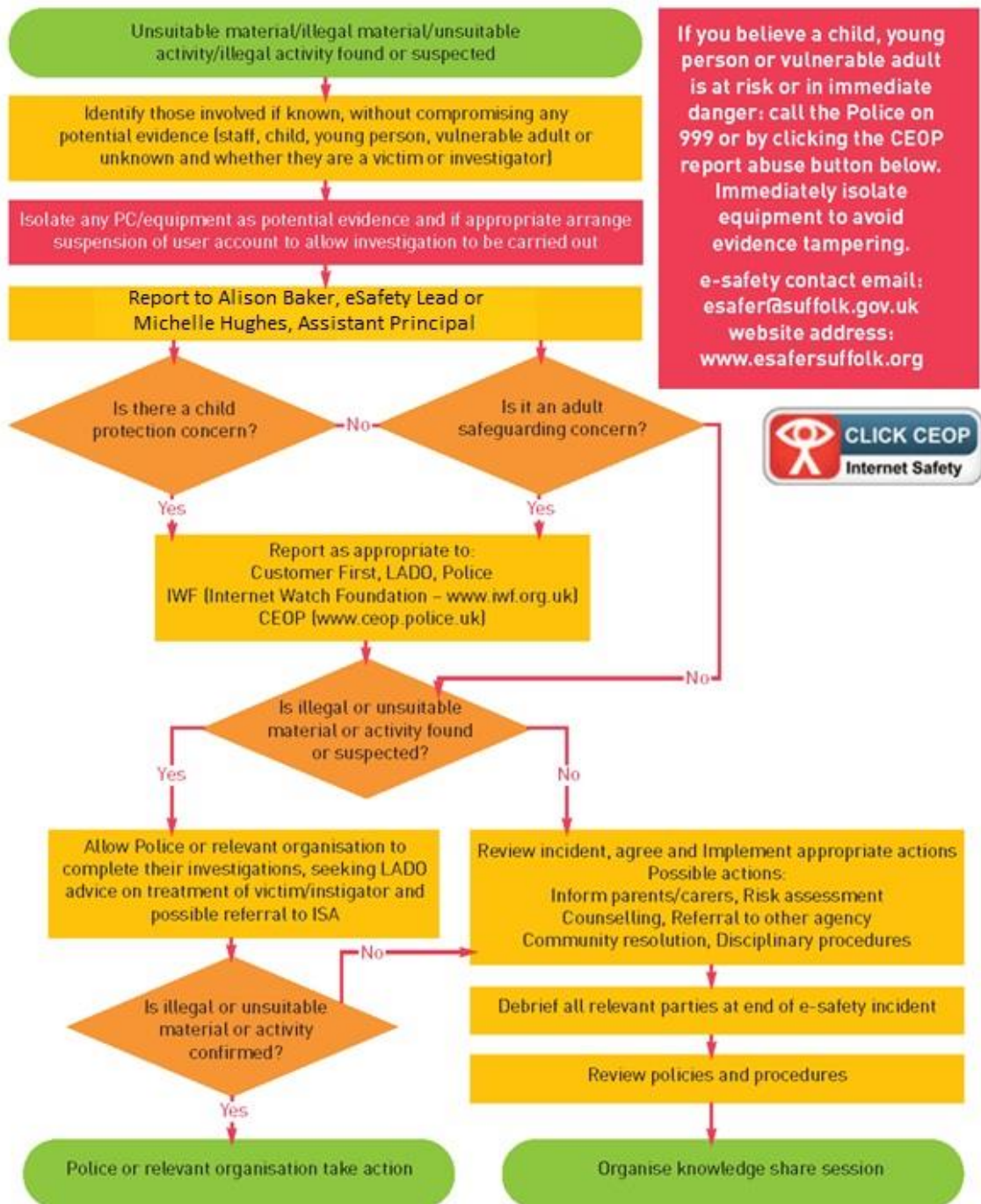
- I have read and agree to the terms of the Code of Conduct.
- I have read and agree to the ICT User Policy.
- I agree to allow photographic images of myself to be used in promotional material.
- I agree to look after all resources allocated to me. I understand that the College will seek to reclaim any cost above my resource deposit for replacement resources.
- I have read the finance information sheet. I understand that I will be required to pay a fine of £1 per day for forgotten badges and a charge of £5 for a new badge to be issued.

Student signature:..... Date:.....

Printed Student Name:.....

Appendix 1

e-Safety Incident Flowchart





**Recording Form for Safeguarding Concerns
(Must be hand-written)**

Nature of Concern/Disclosure.

Only record what was actually said DO NOT add your own opinion.

Your signature:

Date:

Was there an injury?	YES		NO		Did you see it?	YES		NO	
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Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?	YES		NO	
--	-----	--	----	--

Was anyone else with you? Who?	YES		NO	
--------------------------------	-----	--	----	--

Where were you?

Has this happened before?	YES		NO	
---------------------------	-----	--	----	--

Did you report the previous incident?	YES		NO		To Whom?		Date:		
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Does the safeguarding concern involve a technological device?	YES		NO	
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****If yes, discuss this with your eSafety Lead and follow the eSafety reporting flow chart (on Platform One). This is to be recorded on the eSafety Lead's log by Alison Baker or Michelle Hughes.***

Who are you passing this information to?	Name:	Time:
--	-------	-------

	Date:
--	-------

Your Signature:

PRINT NAME:

Date:

Action taken by SDP

If the safeguarding concern involved a technological device, please state at what level:

To be completed by the ABK/MHU:	SAP Level - please tick box the level applies to	Lev 1	Lev 2	Lev 3	Lev 4	Lev 5
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Referred to..?

Police Other	School Nurse	Social Services	Connexions	Parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parents informed?

Feedback given to...?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pastoral team	Tutor	Student	Person who recorded disclosure

SDP Signature:

Date:

Additional information (if required)