



## CHILD PROTECTION AND SAFEGUARDING POLICY

### Document Control Information

VERSION	DATE	DESCRIPTION
1	29/06/2015	Updated to reflect changes in legislation
2	23/05/2016	Amended to state correct title of 'Designated Safeguarding Lead' and new Designated Safeguarding Management Committee Member. Update the referral process and assessment team. Flow chart for Raising Concerns.
3	08/09/2016	Update in line with current guidance and contacts. Name of Headteacher amended.
4	19/07/2017	Removal of Janice Guinane. Update web links to supporting documents. Include Criminal Exploitation. Amalgamate Extremism and Radicalisation into policy. Remove repetition Change of Prevent contact details
5	25/01/2018	Updated the responsibility for reporting FGM. Update made to managing allegation against pupils.
6	10/09/2018	Change of Committee member from Mark Evans to Rose Mahony. Addition of Sexual Harassment and Violence. Addition of Peer on Peer abuse

Reviewed	10/09/2018
Responsibility	Jay Blundell
Committee	Teaching & Learning Committee
Review Date	09/2019
Signed	Suzanne Richards

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## Key Roles and Contact Details

Foundry College recognises its responsibilities for safeguarding children and protecting them from harm.

This Safeguarding Policy will be reviewed annually by the Management Committee.

Role	Name	Contact Details
Designated Safeguarding Management Committee Member and Chair	Rose Mahony <a href="mailto:Rose.Mahony@foundry.wokingham.sch.uk">Rose.Mahony@foundry.wokingham.sch.uk</a>	0118 334 1510
Senior Designated Safeguarding Leads	Jay Blundell Tom Scantlebury	0118 334 1510
Deputy Designated Safeguarding Leads	Nicky Rees	
LA Safeguarding Contact / LADO (Local Area Designated Officer)	<a href="mailto:LADO@wokingham.gcsx.gov.uk">LADO@wokingham.gcsx.gov.uk</a>	0118 974 6141
PREVENT Office Thames Valley Police	Glenn Dawber <a href="mailto:glen.dawber@thamesvalley.pnn.police.uk">glen.dawber@thamesvalley.pnn.police.uk</a> <a href="mailto:preventreferrals@thamesvalley.pnn.police.uk">preventreferrals@thamesvalley.pnn.police.uk</a>	0118 953 6487 07979 707939

A whistleblowing helpline is available from the NSPCC. Staff can call 0800 028 02825

All parents / carers are made aware of the college's responsibilities in regard to safeguarding procedures through publication of the college's safeguarding policy on the college's website.

Reference will be made to it in the college prospectus and home college agreement and a copy can be obtained from the college office.

## 1. Introduction

### What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare of children. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with pupils;
- Raising awareness of safeguarding and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with their child protection plan;
- Establishing a safe environment in which children can learn and develop.

## 2. College Commitment

The college is committed to creating and maintaining a safe learning environment for its pupils, identifying where there are welfare concerns and taking action to address them and when necessary in partnership with other agencies.

Through the curriculum, the college will develop pupils' understanding, awareness and resilience. The college will provide a safe environment. To create this safe environment the college has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Children Act 1989, 2004
- Counter Terrorism and Security Act 2015
- PREVENT and Channel duty guidance 2015
- Working Together to Safeguard Children 2015
- What to do if a child is being abused 2015
- The Statutory Framework for the Early Years Foundation Stage
- Promoting fundamental British values as part of SMSC in schools 2014
- Keeping Children Safe in Education September 2018

## 3 Responsibilities

The college will identify harm and maintain safety by:

- Ensuring everybody understands their duty to safeguard children inside and outside the college environment including college trips, extended colleges, activities and vocational placements;

- Involving parents / carers and providing advice / guidance regarding safeguarding;
- Maintaining a child focus, listening to pupils;
- Recognising signs of concern and / or abuse, especially with pupils who may be vulnerable;
- Documenting and collating information on individual pupils to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a pupil's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated Safeguarding Leads are in college.
- Providing a Wellbeing curriculum which includes including raising awareness with pupils about what are and are not acceptable behaviours;
- Monitoring attendance and promptly reporting instances where pupils meet thresholds of missing education.

### **3.1 The Roles and Responsibilities of the Designated Safeguarding Leads**

Members of the College's Leadership Team have been assigned to the roles of Senior and Deputy Designated Safeguarding Leads for safeguarding children. They have received appropriate training and support for the roles.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Safeguarding Lead will ensure a structured procedure within the college.

The Designated Safeguarding Leads are responsible for the following:

#### **3.1.1 Referrals**

- Referring cases of suspected abuse or allegations to the relevant investigating agencies: WBC Duty Triage and Assessment Team and / or the police;
- The Senior Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Headteacher who will inform the Local Area Designated Officer (LADO).
- Acting as a source of support, advice and expertise within the college when deciding whether to make a referral by liaising with relevant agencies;
- Liaising with the Headteacher to inform her of any issues and ongoing investigations.
- The Senior Designated Safeguarding Lead will ensure there is always cover for this role;
- Ensuring that a systematic means of monitoring pupils known or thought to be at risk of harm, is in place and that the college contributes to assessments of need and supports multi agency plans for those pupils;

#### **3.1.2 Raising Awareness**

- Working with the Management Committee to ensure that the College's Child Protection and Safeguarding Policy is reviewed and updated annually;
- Ensuring that parents are made aware that referrals may be made and of the responsibilities of the college;
- Ensuring that when pupils leave the college, their Child Protection File is discussed as soon as possible with the Senior Designated Safeguarding Lead at the new education setting;
- Making sure that the Child Protection File is transferred separately from the main pupil file; it should be hand delivered or posted recorded delivery to the Senior Designated Safeguarding Lead at the new setting. Where a pupil is leaving year 11 to go to a further education setting, the

file will be retained by the current setting for a period stipulated in current statutory guidance, and the further education setting will be contacted to brief them of the pupil's history.

- Where the new setting is not known, alerting the Education Welfare Officer at Wokingham Borough council (WBC) so that the pupil's name can be included on the data base for missing pupils;
- Cascading safeguarding advice and guidance issued by WCSB.

### **3.1.3 Training**

The Designated Safeguarding Leads will attend initial two-day Child Protection training and a one day refresher every 2 years.

All staff will be expected to undergo level 1 training on safeguarding annually as well as refresher training periodically through E-Learning or in house training, to enable them to fulfil their safeguarding responsibilities effectively.

All new full and part-time staff and volunteers will receive basic safeguarding information prior to starting work and will receive an induction within a week which includes Safeguarding.

The Designated Safeguarding Committee member will undertake initial half a day safeguarding training and a refresher training every 3 years. All committee members will undertake appropriate safeguarding training, provided by the Designated Safeguarding Lead as required?

## **4 Roles and Responsibilities of the Headteacher**

The Headteacher will ensure that:

- The policies and procedures adopted by the Management Committee are fully implemented. Sufficient resources and time are allocated to enable the Designated Safeguarding Leads and other staff to discharge their responsibilities;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to pupils, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- They and other senior leaders undertake safer recruitment training
- Allegations against a member of staff are investigated and referred to the LADO if appropriate.

## **5 Roles and Responsibilities of the Management Committee**

The Management Committee is responsible for the College's safeguarding arrangements.

Allegations of abuse made against the Headteacher are reported to the Chair or Vice Chair of the Management Committee, and referred to the LADO.

The Management Committee will ensure that:

- There is a Designated Safeguarding Management Committee member to champion safeguarding issues within the college, to liaise with the Headteacher and to provide information and reports to the Management Committee.
- Safeguarding arrangements are fully embedded within the College's ethos and reflected in the college's day to day practices;
- Sufficient committee members are trained in safer recruitment practices;
- The college has effective procedures in place in accordance with this policy, and college's compliance with them is monitored;

- There are policies and procedures in place for dealing with complaints and / or allegations against staff and any subsequent staff disciplinary hearings.

## **7 Confidentiality**

While it is recognised that all matters relating to safeguarding individual pupils are confidential, anyone confided in by a pupil must never guarantee confidentiality to the pupil.

We will inform parents / carers of our actions unless it is our view that so doing could place the child at greater risk of harm or could impede a criminal investigation.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

## **8 Records and Monitoring**

All allegations and concerns will be recorded in "My Concern"

Any concerns about a pupil will be formally recorded within 24 hours. All records must provide a factual, evidence-based account. Records will be signed, dated and where appropriate, witnessed.

Hard copies of records or reports relating to child protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. College retains electronic records. Authorisation to access these electronic records will be controlled by the Senior Designated Safeguarding Lead or Headteacher.

A record of each and every episode / incident / concern / activity regarding a pupil, including telephone calls to other professionals, will be recorded. Support and advice will be sought from Social Care or the LADO, whenever necessary. The college will keep records of concerns, even where there is no need to refer the matter immediately. These records will be kept within the separate confidential electronic file.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence in case of criminal proceedings arising from current or historical allegations of abuse or neglect.

When a pupil moves to another setting the child protection file will be forwarded by hand or registered post immediately to the Senior Designated Safeguarding Lead at the new setting, separately from the main pupil file. There must be liaison between the two Senior Designated Safeguarding Leads in order to ensure a smooth and safe transition for the pupil.

Where the new setting is not known the Educational Welfare Officer at WBC should be informed so that the pupil can be included on the data base for missing pupils.

## **9 Supporting Pupils**

We recognise that pupils who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The college may be the only stable, secure and predictable element in their life. When at college, their behaviour may be challenging and defiant or they may be withdrawn. The college will endeavour to support the pupil

## **10 Recruitment**

In order to ensure that pupils are protected whilst at this college, we will ensure that staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in Keeping Children Safe in Education 2018.

## **11 Managing Allegations Against Other Pupils**

At Foundry College we believe that all pupils have a right to attend and learn in a safe environment. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the college's Relationship / Behaviour Policy. Occasionally, allegations of a safeguarding nature may be made against pupils by others in the college. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, sexting, fetishism, bestiality and sexual abuse against adults, peers or children.

## **12 Safe Staff**

Checks will be undertaken in accordance with Safer Recruitment procedures for all adults working in the college to establish their suitability to work with children and the Single Central Register will be maintained.

All college staff will take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the Headteacher must be informed immediately, or the most senior teacher if the Headteacher is not present. The Headteacher or most senior teacher will then consult with the Local Area Designated Officer.

Allegations against the Headteacher are reported to the Chair or Vice Chair of the Management Committee and referred to the LADO.

Whilst college staff are working at an external educational establishment, they should adhere to the Child Protection and Safeguarding Procedures of that place. Should a safeguarding incident occur, the staff member will report it accordingly and also to Foundry College's Designated Safeguarding Lead.

### **12.2 Supporting Staff**

We recognise that staff working closely with a pupil who has suffered harm may find this situation stressful and upsetting. We will support staff as necessary. Staff will have access to The Guidance for Safer Working Practices for Adults who work with Children and Young People which provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and / or allegations of abuse.

### **13 Photographing Pupils**

Staff and volunteers must seek the authorisation of the Headteacher prior to taking photographs / videos of pupils and must only use college equipment. The use of cameras on mobile phones or the downloading of images onto any internet site is forbidden.

Parents may take photos or video record their children in college functions. We will not allow photographs or video of pupils during a college activity without parental permission.

Where permission is granted, if images of pupils are used on the website, publicity, or in press releases, individual pupils will not be identified by name.

The college cannot be held accountable for the use of photographs or video footage taken by parents or members of the public at college functions where parental permission has been given.

### **15 Extremism and Radicalisation**

On 1st July 2015, the Counter-Terrorism and Security Act 2015, introduced a new duty for all schools and colleges to have due regard to prevent pupils from being drawn into terrorism (Prevent Duty). The DfE has issued guidance on how schools should be countering radicalism and extremism, pointing to five main expectations:

1. Assess the risk of children being drawn into terrorism in the local area.
2. Work in partnership with other agencies, including police and local authorities, and consider the approach of the Local Safeguarding Children Board (LSCB) in tackling extremism.
3. Assess staff training needs in light of the outcome of the risk assessment. As a minimum, the Designated Safeguarding Lead should undertake Prevent awareness and is able to provide advice to other members of staff.
4. Schools should help young people stay safe online by ensuring filtering security settings are in place.
5. Schools should take care when sharing personal information and ensure compliance with data protection legislation and any information-sharing protocols.

Extremism is defined as:

*‘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’.*

Extremism and Radicalisation is one element within the overall school arrangements to Safeguard and Promote the Welfare of all Children in line with its statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the college’s core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## 16 Useful Documents and Weblinks

This Policy should be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this college.

[www.wokinghamlscb.org.uk](http://www.wokinghamlscb.org.uk)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/435939/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435939/Keeping_children_safe_in_education.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118187/vul-assessment.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf)

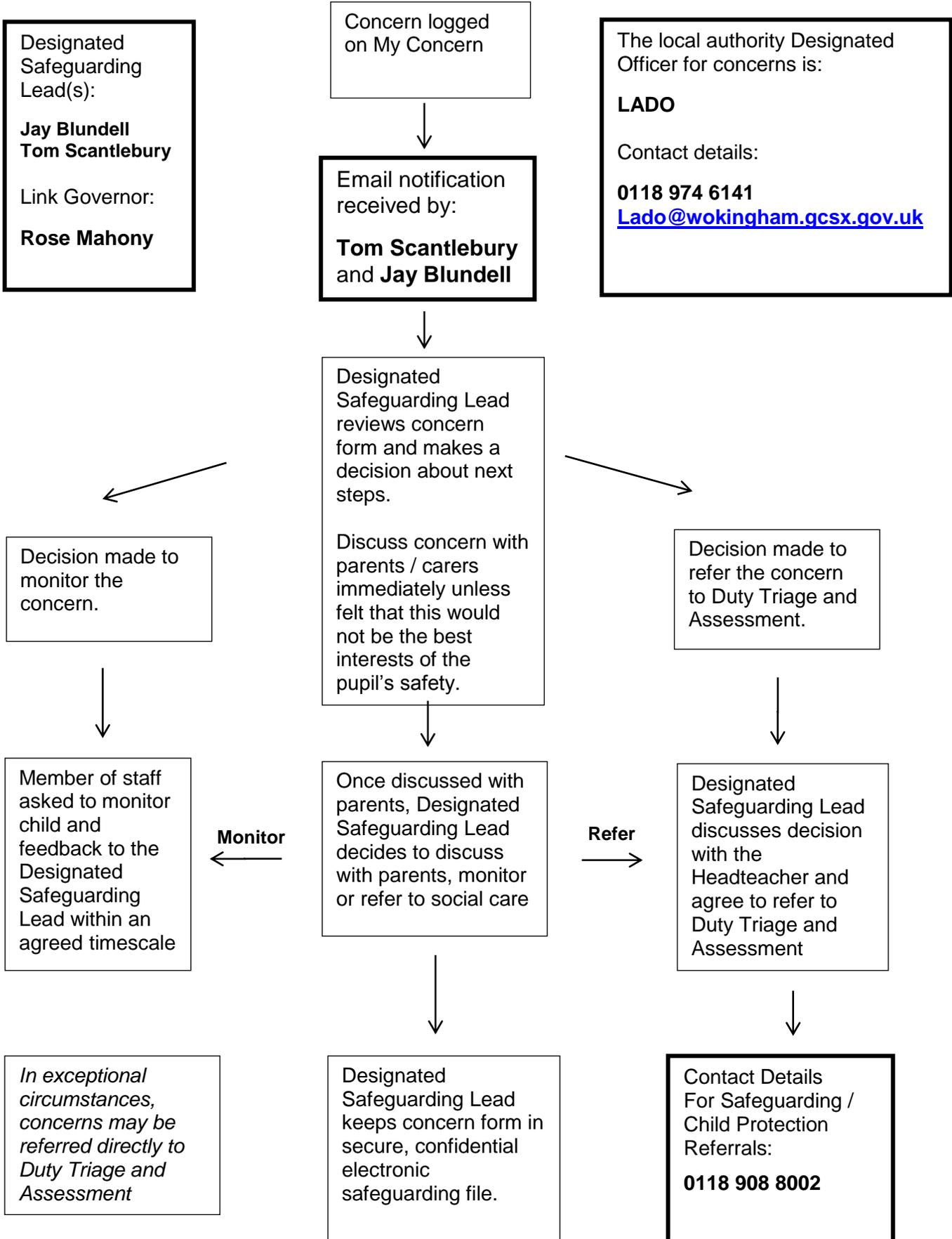
## Appendix 1

### Safeguarding Children – Key Points

Staff and volunteers in charge of pupils should know what to do if they suspect that someone is subject to neglect or is being physically, emotionally or sexually abused, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located in the staffroom, the main office and on the College's web-site. On request you will be provided with a printed copy. In addition, the following key points give a guide on what to do and not to do.

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, write brief notes of what they are telling you while they are speaking. These may help later if you have to remember exactly what was said. Keep your original notes, however rough and even if you wrote on the back of something else. It's what you wrote at the time that may be important later, not a tidier and improved version you wrote up afterwards! If you don't have the means to write at the time, make notes of what was said or observed as soon as possible afterwards.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to tell me, explain or describe?"
5. Refer the concern immediately via My Concern. Don't tell other adults or young people what you have been told. If someone has made an accusation to you about the Headteacher, you should report your concerns to the Chair of the Management Committee.
6. Discuss with the Senior Designated Safeguarding Lead whether any steps need to be taken to protect the person who has told you about the abuse.
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. The Local Area Designated Officer (LADO) or the Duty Triage and Assessment Team WBC Social Care and police officers are the people trained to do this. You could cause more damage and endanger possible criminal proceedings. It is your duty to refer concerns on, not investigate.
8. As soon as possible (and certainly the same day) the Senior Designated Safeguarding Lead or, the Chair of the Management Committee where the allegation is against the Headteacher, should refer the matter to The Local Area Designated Officer (LADO) or the Duty Triage and Assessment Team WBC Social Care (helped by your notes). Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job.
9. Never think abuse is impossible in your organisation or that an accusation against someone you know well and trust is bound to be wrong – "think the unthinkable"
10. Pupils often tell other pupils, rather than staff or other adults about abuse. Therefore you may hear an allegation from another pupil.

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



## Appendix 2

### Current Safeguarding Issues

***The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately in line with the Child Protection and Safeguarding Policy***

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Foundry College does not condone practices that are illegal and which are harmful to others.

Examples include:-

#### **Forced Marriage**

- The college is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this college. Child abuse cannot be condoned for religious or cultural reasons.
- Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the college's Safeguarding and Child Protection

#### **Under-age Marriage**

In England, a young person can legally marry from the age of 16 years old, but require parental consent if under 18 years old.

#### **Genital Mutilation / Female Circumcision / FGM**

The World Health Organisation (WHO) states that female genital mutilation (FGM):

*"Comprises of all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons"*

[WHO Fact sheet No. 241 \(February 2014\)](#)

FGM is also known as Female Circumcision (FC) and Female Genital Cutting (FGC). The reason for these alternative definitions is that it is better received in the communities that practice it, who do not see themselves as engaging in mutilation. FGM is included within the revised (2013) government definition of [Domestic Violence and Abuse](#).

FGM is practised around the world in various forms across all major faiths. Today it has been estimated that currently, about three million girls, most of them under 15 years of age, undergo the procedure every year. The majority of FGM takes place in 29 African and Middle Eastern countries, and also includes other parts of the world; Middle East, Asia, and in industrialised nations through migration which includes; Europe, North America, Australia and New Zealand. Globally the WHO estimates that between 100 and 140 million girls and women worldwide have been subjected to one of the first three types of female genital mutilation.

There are substantial populations of people in the UK from countries where FGM is endemic; in London, Liverpool, Birmingham, Sheffield, Cardiff and Manchester (HM Government 2006). It is estimated that there are around 74,000 women in the UK who have undergone the procedure, and about 24,000 girls under 16 who are at risk of type III procedure and a further 9000 girls at risk of Type I and II.

It should be noted that FGM is not purely an African issue, although there is greater prevalence there. In the UK FGM has been found among Kurdish communities; Yemini, Indonesians and among the Borah Muslims.

This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

If any of the above areas of concern are brought to the attention of a member of staff, it is their responsibility to report it to the police immediately. The Designated Safeguarding Lead will then follow up and/or report concerns to the appropriate agency in order to prevent this form of abuse taking place.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

### **Fabricated or Induced Illness**

The following are indicators that should alert any professional to concerns that a child is suffering, or is at risk of suffering significant harm as a result of having Illness Fabricated or Induced (FII) by their carer:

- A carer reporting symptoms and observed signs that are not explained by any known medical condition;
- Physical examination and results of investigations that do not explain symptoms or signs reported by the carer;
- The child having an inexplicably poor response to prescribed medication or other treatment, or intolerance of treatment;
- Acute symptoms that are exclusively observed by / in the presence of the carer;
- On resolution of the child's presenting problems, the carer reporting new symptoms or reporting symptoms in different children in sequence;
- The child's daily life and activities being limited beyond what is expected due to any disorder from which the child is known to suffer, for example, partial or no college attendance and the use of seemingly unnecessary special aids;
- Objective evidence of fabrication - for example, the history of events given by different observers appearing to be in conflict or being biologically implausible (such as small infants with a history of very large blood losses who do not become anaemic, or infants with large negative fluid balance who do not lose weight); test results such as toxicology studies or blood typing; evidence of fabrication or induction from covert video surveillance (CVS);
- The carer expressing concern that they are under suspicion of FII, or relatives raising concerns about FII;
- The carer seeking multiple opinions appropriately.

There may be a number of explanations for these circumstances and each requires thorough and thoughtful review.

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

### **Honour Based Violence**

Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and / or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from college and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in college activities, unreasonable restrictions at home. Where it is suspected that a child / young person is at risk from Honour based violence the Designated Safeguarding Lead will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud.

Where Foundry College is made aware that a child is suspected of or actually being trafficked / exploited the Designated Safeguarding Lead will report our concerns to the appropriate agency.

### **Domestic Abuse**

The college is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training.

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

***Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:***

- psychological
- physical
- sexual
- financial
- emotional

### **Controlling behaviour**

Controlling behaviour is a range of acts designed to make a person subordinate and / or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

### **Coercive behaviour**

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his / her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

For more than 28 days and where the care is intended to continue. It is a statutory duty for the Designated Safeguarding Lead to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Staff should make the Designated Safeguarding Lead aware if they feel a pupil may be in a Private Fostering arrangement.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274414/Children\\_Act\\_1989\\_private\\_fostering.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf)

### **Cyber Bullying and E-Safety**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Foundry College will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the college and are aware of the dangers associated with social networking sites.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/what-is-bullying-cyberbullying/>

### **Sexual Violence and Harassment between Children**

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.

#### **Sexual violence**

It is important that school 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 2003.

**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.

**What is consent?** 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.

#### **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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats

## **Child Sexual Exploitation (CSE)**

### **Official definition of child sexual exploitation**

*"Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and / or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet / mobile phones without immediate payment or gain. In all cases, those exploiting the child / young person have power over them by virtue of their age, gender, intellect, physical strength and / or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social / economic and / or emotional vulnerability."*

**This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England.**

Child sexual exploitation (CSE) is a type of [sexual abuse](#) in which children are sexually exploited for money, power or status.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be [groomed online](#).

Some children and young people are [trafficked](#) into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278849/Safeguarding\\_Children\\_and\\_Young\\_People\\_from\\_Sexual\\_Exploitation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf)

## **Gangs and Youth Violence**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

## **Peer on Peer Abuse**

All staff should recognise that children are capable of abusing their peers. 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 as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

#### Procedure

- When an allegation is made by a pupil against another pupil, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible.
- A factual record via MyConcerns must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes
- The incident should not be investigated at this time.
- The DSL will contact the Duty Triage and Assessment (DTA) to discuss the case, and make a formal referral where appropriate.
- If the allegation indicates that a potential crime has taken place the DTA will refer the case to the police.
- Parents of both the alleged victim and the pupil being complained about should be informed.
- A risk assessment will be considered at this time to protect all parties involved.
- It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our schools behaviour policy and procedures.
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our College will then undertake a thorough investigation following our College policies and procedures.
- A risk assessment should be considered along with an appropriate supervision plan.
- Support should be given to all pupils involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set.
- The plan should be monitored and review dates set

#### Radicalisation / Extremism

In July 2015, the Governments 'Prevent Duty' became statutory. In order for the college to fulfil the Prevent duty, it is essential that staff are able to identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting pupils from the risk of radicalisation should be seen as part of the college's wider safeguarding duties, and is similar in nature to protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The college can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist<sup>1</sup> views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the college will provide a safe space in which pupils, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments

There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Foundry values freedom of speech and the expression of beliefs ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitations of vulnerable people, involving them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also

make children and youth people vulnerable to future manipulation and exploitation. We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

The Prevent Duty Departmental Advice for Schools and Childcare Providers – June 2015

Information in this appendix should be read as part of the Child Protection and Safeguarding Policy.