

# Safeguarding Policy June 2018



Agreed by the Governing Board: 4<sup>th</sup>  
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## Part One: Safeguarding Policy

### 1. Introduction

1.1 Safeguarding is defined by 'Keeping children Safe in Education' (DfE 2018) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 **The Newham Collegiate Sixth Form (NCS)** is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children have the right to be protected from harm;
- Children need to be safe and to feel safe in the Sixth Form;
- Children need support which matches their individual needs, including those who may have experienced abuse;
- All children have the right to speak freely and voice their values and beliefs;
- All children must be encouraged to respect each other's values and support each other;
- All children have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- The NCS can and does contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

The NCS will fulfil their local and national responsibilities as laid out in the following documents:-

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (2018)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- London Child Protection Procedures (5th Edition)
- Information Sharing Advice for Practitioners (2015)
- Use of Reasonable Force 2013
- What to do if you're worried a child is being abused: Advice for practitioners (2015)
- Multi-agency statutory guidance on female genital mutilation (2016)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Governance handbook (2017)
- Revised Prevent Duty Guidance: for England and Wales (2016)

## 2. **Aims**

2.1 This policy will contribute to safeguarding our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and students
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all students through the curriculum so that students themselves become aware of danger and risk and what is and is not acceptable behaviour.
- Developing staff's awareness of the risks and vulnerabilities their students face
- Addressing concerns at the earliest possible stage and
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation, or victimisation
- Following Safer Recruitment procedures when appointing staff or volunteers to work in our Sixth Form
- Undertaking risk assessments when planning out-of-school activities or trips.

2.2 This policy will contribute to supporting our students by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

2.3 This policy will contribute to the protection of our students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with students, parents and agencies.

## 3. **Expectations**

1.3 All staff, volunteers and visitors will:

- Be familiar with this safeguarding policy;
- Have read and will adhere to the Staff Code of Conduct;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, visitors, volunteers etc.
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead – Ms Anita Lomax (Deputy Principal), Deputy Designated Safeguarding Leads - Ms Olga Markoulides (Assistant Principal) or Mr Mouhssin Ismail (Principal);
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two  
- You must inform the Designated Safeguarding Lead (or deputy) immediately and provide a written account as soon as possible;

1.4 All staff will receive level one training at least once a year. Key staff will undertake level two and level three training every 2 years.

1.5 All staff will read and understand Part One of 'Keeping Children Safe in Education' (Sept 2018) and as a Sixth Form we will provide training to all staff to ensure all the key messages from this document are understood.

#### 4. The Designated Safeguarding Lead (DSL)

1.6 Our DSL is **Anita Lomax**, Deputy Principal and Deputy Safeguarding Leads are **Olga Markoulides**, Assistant Principal and **Mouhssin Ismail**, Principal.

1.7 In the event of a referral the DSL is responsible for **gathering** all relevant information (but not for conducting formal interviews) before making a decision about any further action, unless it is a case of extreme urgency when the relevant investigative agencies should be informed without delay.

Information gathering may involve:-

- Listening to the young person
- Making notes of what has been said
- Gathering accounts from members of staff that may have been approached by the young person

1.8 The DSL will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

1.9 When the Sixth Form has concerns about a child, the DSL will decide what steps should be taken and should advise the Principal.

1.10 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL (or deputy) feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom and when.

1.11 Child protection records will be stored securely in a central place separate from academic records. The main file will clearly show an alert that a child protection file exists and the location of this **(red dot)**. Individual files will be kept for each child who has safeguarding needs: the Sixth Form will not keep family files. Files will be kept for at least the period during which the child is attending the Sixth Form, and beyond that, in line with current data legislation and guidance.

1.12 Access to these records by staff other than by the DSL will be restricted and a written record will be kept of who has had access to them and when.

1.13 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home/sixth form policies and give due regard to which adults have parental responsibility.

1.14 We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

1.15 It is important that a child is kept informed at all times about the Sixth Form's actions and procedures for dealing with child protection concerns and that the Police and/or Social Services may carry out an investigation. The child will be offered support throughout the period of the investigation by the

Designated Member of Staff or other identified appropriate person and may be given other information about confidential sources of support.

- 1.16 The DSL (or deputy) will liaise with the Virtual School Head Teachers (VSH) both within LBN and other boroughs. All local authorities must have a VSH who manages the Virtual School of Looked After Children and leads on the promotion of the educational achievements of looked after children. It is a statutory role.
- 1.17 If a student moves from our Sixth Form, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. We will record where and to whom the records have been passed and the date.
- 1.18 If sending by post, student records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 1.19 If a student is permanently excluded, child protection records will be forwarded on to the relevant organisation.
- 1.20 When a DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 1.21 In exceptional circumstances, when a face to face handover is unfeasible, the Principal will ensure that the new post holder is fully conversant with all procedures and case files.

## 5. The Governing Body

- 1.22 The Governing Body is the accountable body for ensuring the safety of the Sixth Form.
- 1.23 The Governing Body will ensure that:
- The Sixth Form has a safeguarding policy and procedures in place in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available on our website;
  - The Sixth Form operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers and this is recorded on the Single Central Register;
  - All staff have an Enhanced DBS check and this is recorded on the Single Central Register;
  - Restriction information about teachers from the European Economic Area (EEA) has been gathered from the NCTL's Teacher services and these checks are recorded for staff from these countries
  - At least one member of the school's Leadership Team acts as a DSL;
  - The DSL attends appropriate refresher training every two years;
  - The Principal and all other staff who work with children undertake training annually;
  - Temporary staff and volunteers are made aware of the Sixth Form's arrangements for child protection and their responsibilities;
  - All agency staff have vetting checks and have to present ID on their first day in the Sixth Form;
  - The Sixth Form remedies any deficiencies or weaknesses brought to its attention without delay; and
  - The Sixth Form has procedures for dealing with allegations of abuse against staff/volunteers.
- 1.24 The Governing Body reviews its policies/procedures annually.

- 1.25 The Nominated Governor for child protection at the college is **Mr Gerald Mehrstens**. The Nominated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead(s) over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.
- 1.26 The Nominated Governor will liaise with the Principal and the DSL to produce an annual report for governors and the local authority.
- 1.27 A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal.

## **6. A Safer College Culture**

### **Safer Recruitment and Selection**

- 1.28 The Sixth Form pays full regard to ‘Keeping Children Safe in Education’ (2018). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, undertaking the teacher reference number check and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- 1.29 All recruitment materials will include reference to the Sixth Form’s commitment to safeguarding and promoting the wellbeing of students.
- 1.30 All members of the Leadership Team have undertaken Safer Recruitment training. At least one member of SLT will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel.
- 1.31 Volunteers who work with students without supervision are required to undertake an Enhanced DBS check in advance of the role.
- 1.32 The NCS will ensure that any contractor, or any employee of the contractor, who is to work at the college has been subject to the appropriate level of DBS check.
- 1.33 Any staff who are employed centrally for City of London Academies Trust (COLAT) are adequately vetted according to Safer Recruitment in the Education guidance and confirmation is kept in the Single Central Register. (SCR).

### **Early Help**

- 1.34 Keeping Children Safe in Education (2018) emphasises Early Help and the needs of staff to be able to identify students who need this level of support. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years. To this end we will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm.
- 1.35 The words ‘Safeguarding’ and ‘Child Protection’ are often used interchangeably. Safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

## **Staff support**

- 1.36 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

## **7. Prevention of Abuse**

- 1.37 Children must know how to recognise when they are at risk and how to get help when needed. We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### **The Curriculum**

- 1.38 Children will be taught about safeguarding through a broad and balanced curriculum. Relevant issues will be addressed through the PSHE curriculum and the tutorial programme; for example, Sex and Relationship Education (SRE), Sexual violence and harassment, Online safety, bullying, including cyber bullying, FGM, Alcohol and Drugs education, including legal highs, radicalisation and extremism.

### **Other areas of work**

- 1.39 All our policies which address issues of power and potential harm; for example, bullying, equal opportunities and behaviour will be linked to ensure a whole college approach.
- 1.40 Our safeguarding policy cannot be separated from the general ethos of the Sixth Form, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice and are listened to.

## **8. Safeguarding Students Who Are Vulnerable to Extremism**

- 1.41 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and 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.
- 1.42 The Sixth Form values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students 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.
- 1.43 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The NCS is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

- 1.44 Definitions of radicalisation and extremism and indicators of vulnerability to radicalisation are in Appendix Five.
- 1.45 The NCS seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 1.46 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 Behaviour Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

### **Risk Reduction**

- 1.47 The Sixth Form governors, the Principal and the DSL will assess the level of risk within the Sixth Form and put actions in place to reduce that risk. Risk assessment may include consideration of the curriculum, staff training, assembly policy, use of external speakers, integration of students by SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 1.48 This risk assessment will be reviewed as part of the annual return that is monitored by the local authority and the local safeguarding children board.

### **Response**

- 1.49 Our Sixth Form, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for the NCS will be Anita Lomax, Deputy Principal. The responsibilities of the SPOC are described in appendix six.
- 1.50 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- 1.51 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **9. Safeguarding Students who are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking**

- 1.52 Through the Sixth Form's values, ethos and behaviour policies, our safeguarding policy provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 1.53 Our college keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

- 1.54 Our staff are supported to recognise warning signs and symptoms in relation to specific issues and to include such issues in an age appropriate way in their curriculum.
- 1.55 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- 1.56 Our school brings in experts and uses specialist material to support the work we do.

## 10. What We Do When We Are Concerned

- 1.57 Where risk factors are present but there is no evidence of a particular risk, our DSL/SPOC advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student’s family, sharing the college’s concern about the young person’s vulnerability and how the family and school can work together to reduce the risk.
- 1.58 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –
  - The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
  - The Sixth Form will review the situation after taking appropriate action to address the concerns.
- 1.59 The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (CAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.
- 1.60 If the concerns about the student/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.
- 1.61 **Involving Parents/Carers**  
In general, we will discuss any child protection concerns with parents/carers before approaching other agencies and will seek their consent to make a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the college will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 1.62 Parents/carers will be informed about our safeguarding policy through our website.

### Staff with designated responsibilities for Safeguarding

DSL	Deputy-DSL	SPOC	Lead Safeguarding Governor	Chair of Governors
Anita Lomax	Olga Markoulides Mouhssin Ismail	Anita Lomax	Gerald Mehrtens	Rachel McGowan

NSPCC contact details: 08088005000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

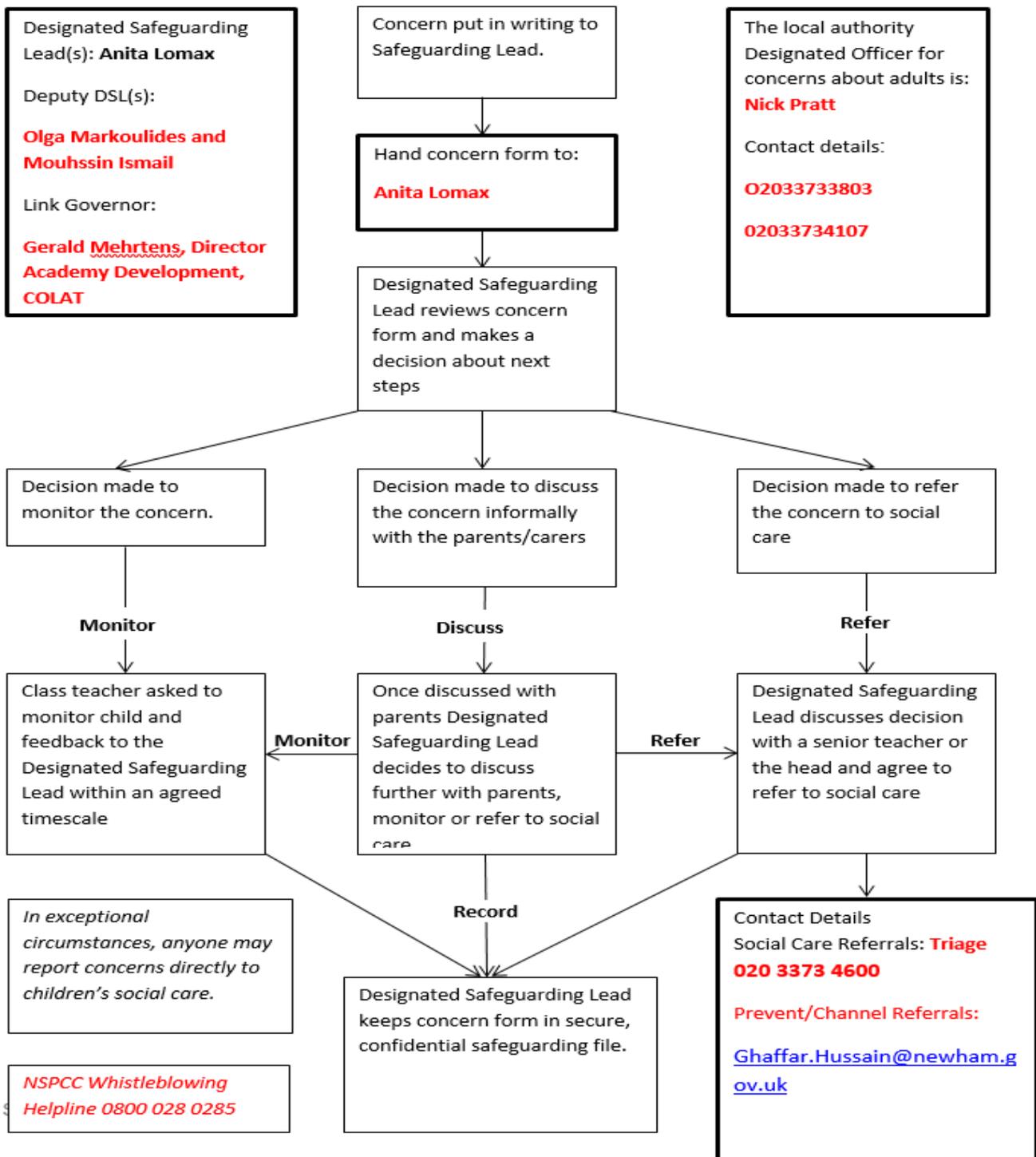
## **11. Related Policies**

This policy should be read in conjunction with Sixth Form policy and procedures for:

- Attendance
- Behaviour
- Anti-Bullying
- E Safety
- Exclusion
- Health and safety
- iPad Use
- Whistle Blowing
- Equality

## Part Two: Procedures

### 11. Flow chart for Raising Safeguarding Concerns



## **12. Multi-Agency Work**

- 12.1 We work in partnership with other agencies in the best interests of the children. Referrals should be made by the DSL to the Multi-Agency Safeguarding Hub (MASH). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.
- 12.2 We will co-operate with any child protection enquiries conducted by children's social care: the Sixth Form will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.
- 12.3 We will provide reports as required for these meetings. If the college is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- 12.4 Where a student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

## **13. Our Role in Supporting Children**

- 13.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others
- 13.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- 13.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 13.4 We will ensure the college works in partnership with parents/carers and other agencies as appropriate.

## **14. Confidentiality**

- 14.1 We recognise that all matters relating to child protection are confidential.
- 14.2 Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. If a child or young person confides in a member of staff and requests that the information remains "secret", it is important that the member of staff tells the child/young person sensitively that s/he has a responsibility to refer cases of alleged abuse to the appropriate agencies in order that they and potentially other children may be safeguarded.

- 14.3 The child/young person should, however, be assured that the matter will be disclosed only to people who “**need to know**” about it. Staff who receive information about children and their families should share that information **only** within appropriate professional contexts.
- 14.4 We will always undertake to share our intentions to refer a young person to social services with their parent/carers unless to do so could put the young people at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the MASH team on this point.
- 14.5 The Data Protection Act 2018 and General Data Protection Regulations (GDPR) do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. This includes the need to share information without consent.

## **15. Responding to an Allegation about a Member of Staff**

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- 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 in a way that indicates s/he is unsuitable to work with children.

- 15.1 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.
- 15.2 All staff working within our organisation must report any potential safeguarding concerns about an individual’s behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Principal unless the concern relates to Principal. If the concern relates to the Principal, it must be reported immediately to the Local Authority Designated Officer in children’s social care, who will liaise with the Chair of Governors who will in turn decide on any action required.

## **16. Whistleblowing**

- 16.1 We cannot expect young people to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.
- 16.2 Whistleblowing procedures are discussed as part of staff safeguarding training and a copy of the NCS Whistleblowing Policy is kept in Central resources.

## **17. Children with Additional Needs**

- 17.1 The NCS recognises that while all children/young people have a right to be safe, some children/young people may be more vulnerable to abuse; for example, those with a disability or special educational need, young carers, those living with domestic violence or drug/alcohol abusing parents, is showing signs of being drawn into anti-social and/or criminal behaviour, is at risk of trafficking, modern slavery or exploitation, Looked After Children and Previously Looked After Children.
- 17.2 When the college is considering excluding, either fixed term or permanently, a vulnerable student and/or a student who is the subject of a child protection plan or where there is an existing child protection file,

we will call a multi-agency risk- assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

## **18. Private fostering**

- 18.1 A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years, (under 18 years if disabled) by someone other than a parent, person with parental responsibility or a relative in their own home with the intention that it should last for 28 days or more.
- 18.2 The NCS has a duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. The local authority need to be satisfied that the placement is suitable and the child is safe.

## **19. Looked After Children**

19.1 The NCS will ensure that appropriate staff will have the information they need in relation to a child's looked after status (whether they are looked after under voluntary arrangements with the consent of parents or an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the care by the authority looking after the child. The DSL will have contact details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

19.2 A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep to keep previously looked after children safe. When dealing with looked after children and previously looked after children, the NCS will work together with other agencies and ensure prompt action is taken when necessary to safeguard these children. The designated teacher for Looked After Children and previously looked after children is Kateryna Law, Deputy Principal.

## Part Three: Appendices

### Appendix One

#### Definitions and Indicators of Abuse and 'at risk' groups

As defined in the Children's Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18<sup>th</sup> birthday. The following categories of abuse or neglect are recognised and defined by "Working Together 2018" and are utilised as part of the assessment criteria for registering children/young people subject to a Child Protection Plan.

**Safeguarding** applies to all children and young people.

**Child Protection** applies to a group of children who have and/or are experiencing abuse in their lives.

#### **Harm**

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

#### **1. Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

## 2. Physical Abuse

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

## 3. Sexual Abuse

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;

- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### **4. Sexual Exploitation**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

#### **5. Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

NB: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

#### **6. Responses from Parents**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Inconsistent explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

### **Further Information: At risk groups**

## **7. Disabled Children**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding, leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

## **8. Female Genital Mutilation (FGM)**

Female Genital Mutilation is defined as any procedure involving partial or total removal of the external female genitalia, and/or injury to the female genital organs for cultural or other non-therapeutic reason. FGM is a crime in the UK. If a child/young person is taken overseas for FGM, it is still a crime in the UK if the procedure is carried out or assisted by a UK national or permanent UK resident.

The roots of FGM are complex and numerous; indeed, it has not been possible to determine when or where the tradition of FGM originated. The justifications for the practice are numerous, and include:

- Custom and tradition
- Religion
- Preservation of chastity/virginity
- Social acceptance, especially for marriage
- Hygiene and cleanliness
- Increasing sexual pleasure for the male
- Family honour
- A sense of belonging to the group and the fear of social exclusion
- Enhancing fertility

The majority of FGM is carried out in twenty-eight African countries. In some countries, e.g. Egypt, Ethiopia, Somalia and Sudan, prevalence rates can be as high as 98%. In other countries, such as Nigeria, Kenya, Togo and Senegal, the prevalence rates vary between 20 to 50%. Outside Africa, FGM is practised in some parts of the Middle East, Indonesia, Malaysia and Pakistan. As a result of migration of FGM practising communities, FGM is increasingly found in Europe, Australia, Canada and the USA. In the UK, there are significant numbers of girls from FGM practising communities who have either suffered from FGM, or at risk of suffering GM.

There are four different types of FGM, ranging in severity, but all types of FGM are harmful both physically and psychologically for the girl or woman. Short term effects include:

- Extreme pain
- Shock
- Bleeding
- Broken and dislocated bones
- Injury to adjacent tissue
- Infection and sepsis
- Possible death

Long term effects include:

- Infections
- Bleeding due to repeated de-infibulations
- Recurrent urinary tract infections
- Pelvic inflammatory disease
- Problems passing urine/menstrual blood
- Extreme period pain
- Cysts at site of the FGM
- Problems with infertility

The psychological effects of the practice are poorly researched but include the immediate feelings of shock, fear and panic, and disbelief that their loved ones could allow this to happen to them. Afterwards girls may feel betrayal and display symptoms of post-traumatic stress disorder and may experience genital phobia. FGM is recognised by the United Nations as a violation of the human rights of girls and women. It is illegal in the UK and it is child abuse. The Female Genital Mutilation Act 2003 was enacted to strengthen the law in respect of FGM in England, Ireland and Wales. The 2003 FGM Act brought in extra protection for any girl who is a UK national or UK permanent resident, not only in the UK, but also anywhere in the world. The 2003 legislation also increased the penalty for the performance of FGM or 'aiding, abetting or counselling to procure' FGM to 14 years imprisonment or a fine or both.

Indicators that FGM is to take place:

- Family from an affected community
- Extended holiday
- Sudden withdrawal from college
- Girl is going to have a 'special celebration or ceremony'

Indicators that FGM has occurred:

- The girl may have prolonged absences from school
- Finding it difficult to sit still
- Spending a long time on toilet breaks

## **FGM Mandatory reporting duty**

On 31<sup>st</sup> October 2015 a new duty was introduced that requires teachers to report 'known' cases of FGM in girls under 18 to the police. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Teachers should also discuss any cases with the designated safeguarding lead and involve children's social services. Do not contact parents. Do not attempt to mediate. Do not allow the child to return home. Do listen to what the child says and make notes. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out). In these cases, teachers should inform the designated safeguard lead and follow local safeguarding procedures.

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

Child sexual exploitation is a form of child sexual abuse. It occurs where 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 (2017).

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Indicators that CSE may be taking place:

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

## **10. Safeguarding Information: Child Sexual Exploitation**

Sixth Form staff can play a key role in protecting children from CSE. If you think a child is at risk of CSE or that CSE may have taken place, you must report it immediately as you would any other form of child abuse. If you have any concerns, please contact the designated safeguard lead. Do listen to what the child says and make notes. Pursuant to Section 5B of the 2003 Act, the Designated Safeguarding Lead or in her absence the Principal will report 'known' cases of CSE in under 18s which they identify in the course of their professional work to the police.

## **11. 'Honour Based' Violence (HBV)**

So-called 'honour-based' violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. 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.

## **12. Peer to Peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. Peer-peer abuse must never be tolerated by staff or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Females are more likely to be the victims of peer to peer abuse but all peer to peer abuse is unacceptable and will be taken very seriously. Staff are aware of the harm caused by bullying and use the school's anti-bullying procedures where necessary. However, on occasions a child's behaviour may warrant a response under Child Protection, rather than anti-bullying procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Types of peer-peer abuse could include:

- Bullying (including cyberbullying),
- Physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
- Gender based violence/sexual assaults
- Sexting. (appendix eleven)
- Gang based violence

## **13. Safeguarding Information: Peer- Peer abuse**

If you think a child is at risk of peer-peer abuse or that abuse may have taken place, you must report it immediately as you would any other form of child abuse. If you have any concerns, please contact the designated safeguard lead. Do listen to what the child says and make notes. Reassure the child that he/she has done the right thing in telling you. Let him/her know you will need to tell someone else. The Safeguarding Lead will report 'known' cases of peer-peer abuse to social services.

The management of children and young people with sexually harmful behaviour is complex and the Principal and Designated Safeguard Lead will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the Child Protection procedures will be followed for both victim and perpetrator.

See **Appendix Eleven** for steps to be taken in response to a sexting incident.

## **14. Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any sex. They 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, likely, 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 are made aware that some groups are more at risk such as females, children with SEND and LGBT children are greater at risk. As part of safeguarding training and updates, staff will be made aware that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It should never be dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

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, grabbing bottoms, breasts and genitalia, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

## **15. Safeguarding Information: Sexual Violence and Sexual Harassment**

*This section should be read in conjunction with part 5 of Keeping Children Safe in education (2018) and below provides a summary of the college’s approach.*

The college’s approach to sexual violence and sexual harassment is part of our broader approach to safeguarding. Any incidences of sexual harassment and/or violence observed by staff or reported to you, must be referred to the designated safeguard lead (or deputy) in the same way as any other safeguarding concern is reported. Reassure the child/young person that they are being taken seriously and that they will be supported and kept safe. Do listen to what the child/young person says and make notes.

### **Responding to report of sexual violence and sexual harassment** (see paragraphs 237-242 KCSIE 2018)

Where there has been a report of sexual violence, the DSL will and the Principal will give immediate consideration to how best to support a child and protect the victim and the alleged perpetrator and all other children. **All** victims will be reassured that they are being taken seriously and that they will be supported and kept safe.

### **Risk assessment** (see paragraph 243 -245 KCSIE 2018)

A risk assessment will be completed and considered on a case to case basis and the DSL and the Principal will make decisions using their professional judgement as to whether the report will be managed internally, involve Early Help or require statutory intervention. Any risk assessment will be recorded and kept under review. At all times decisions will be made to ensure the college is supporting and protecting children.

### **Actions following a report** (see paragraphs 246-257 of KCSIE 2018)

The Designated Safeguard Lead will take appropriate action in accordance with the Child Protection policy and where, appropriate, will work with other relevant agencies to maintain the safety of the whole school community. In some cases of sexual harassment, for example one-off incidents, the college may take the view that the child/young person concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, utilising behaviour and bullying policies and by providing pastoral support.

The NCS will consider sexual violence and harassment as part of providing a broad and balanced curriculum. The college has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of college life. This will be underpinned by the school's behaviour policy and pastoral support system, the curriculum and staff safeguarding training, where staff are made aware of how to support children and how to manage a disclosure.

### **16. 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 episodes when the victim may have been trafficked for the purpose of transporting drugs. 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 still be exploitation even if the activity appears consensual and can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. County lines exploitation 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.

### **17. Children missing from education (CME)**

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 zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

### **18. Safeguarding Information: children missing from education.**

The Sixth Form's approach to CME is part of our broader approach to safeguarding and we operate the following procedures to safeguard against CME:

- The sixth form will ensure that we have at minimum of two emergency contact numbers for each child;
- The admission register will be accurate and up to date. The sixth form will ask parents to inform the college of any changes to their information, to help the college and the LA when making enquiries about missing children. When a parent notifies the sixth form that a student will live at another address, we will record the following in the admission register: the full name of the parent with whom the child will live, the new address and the date from when it is expected the child will live at this address.

- The sixth form will enter students on the admission register at the beginning of the first day on which it has been agreed by the sixth form or the date that the sixth form has been notified, that the student will attend the sixth form.
- If a parent notifies the college that a student is registered at another school or will be attending another school in future, the college must record the following information in the admission register: the name of the new school; the date when the student first attended or is due to start attending that school. The college will ensure any safeguarding information is transferred to the new school in a confidential and secure manner.
- The college will monitor students' attendance through daily registers and will address poor or irregular attendance.
- The Principal and Deputy Principal will conduct a home visit for students where there has been an unexplained absence for 5 days.
- The Sixth Form will agree with the LA what intervals are best to inform them of students who are regularly absent from the sixth form, or who have missed 10 sixth form days or more without permission.
- Where a student has not returned to the sixth form for 10 days after an authorised absence or is absent without authorisation for twenty consecutive days, the sixth form will remove the student from the admission register if the academy and LA have failed to establish the whereabouts of the child after making reasonable enquires.
- Students who remain on the sixth form roll are not necessarily missing from education but will be monitored and attendance will be addressed when it is poor.

## Appendix Two

### Dealing with a disclosure of abuse

#### If a child makes a disclosure I will:

- Stay calm.
- Do not communicate shock, anger, discomfort or embarrassment.
- Reassure the child/young person. Tell them you are pleased that they are speaking to you and communicate that they have the right to be safe and protected.
- Do not promise confidentiality as any safeguarding concern must be shared with the designated safeguard lead (or deputy). Assure the child/young person that you will try to help but let them know that you will have to tell other people in order to do this. State who this will be and why.
- Listen carefully to the child/young person and tell the child/young person that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Encourage the child/young person to talk but do not ask "leading questions" and only prompting the child/young person when necessary with open questions- where, when, what etc;
- Check that you have understood correctly what the child/young person is trying to tell you.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child/young person may retract what they have told you. It is essential to record everything that was said to you.
- At the end of the conversation, tell the child/young person again who you are going to tell and why that person or those people need to know.
- Once the child/young person has given you their account, keep them with you until you can hand them over to another member of staff. The key is to make sure that they are supervised, either by them being in a lesson or taking them to the DSL (or deputy).
- As soon as you can afterwards, make a detailed record of the conversation using the child/young person's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Sign and date your account.
- Inform the designated safeguard lead (or deputy) as soon as practically possible. Do not go home without passing on the information.
- If a disclosure is made to you 'out of hours' and you cannot contact a senior member of staff, contact the police.

Note: It is not staff's role to seek disclosures. Your role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

#### Immediately afterwards

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay by the Principal or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Principal.

## Appendix Three

### Physical Contact and Positive Handling

#### Physical contact with students

- It is unrealistic to suggest that staff should touch students only in emergencies. Very few people would adhere to a no touch policy if it is applied to people they care about. Physical prompts, guides and reassurances are necessary in a range of settings appropriate to the age of the student and circumstances at the time. More intrusive physical contact may be necessary when people are supporting young children with disabilities. Positive touch is appropriate when it meets the needs of the student.
- Staff must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Young people may find being touched uncomfortable or distressing for a variety of reasons. It is important for staff to be sensitive to a young person's reaction to physical contact and to act appropriately. It is also extremely important not to touch students, however casually, in ways or on parts of the body that might be considered inappropriate.

#### Positive Handling

- In extreme cases, a member of staff may have to physically restrain a student to prevent him/her causing injury to himself/herself, to others or to property. In such instances no more than 'reasonable force' should be used and staff must seek to avoid causing injury to the student. Advice on the use of force to control or restrain students is contained in Guidance on the Use of Reasonable Force (DfE 2013).
- We understand that positive handling of a nature that causes injury or distress to a child may be considered under Child Protection or Disciplinary Procedures
- Any circumstances that require a member of staff to use positive handling techniques should be recorded and signed by a witness.
- The NCS will ensure that at least one member of SLT will be appropriately trained in Positive Handling techniques. **Matthew Edwards, Assistant Principal**, has been trained in positively handling techniques.

## Appendix Four

### Allegations about a Member of Staff, Governor or Volunteer

1. Refer to the statutory guidance for school and colleges; Keeping Children Safe in Education (2018) – Part Four: Allegations of abuse made against teachers and other staff, when an allegation is made against any person working in or on behalf of the NCS that he or she has:
  - Behaved in a way that has harmed a young person or may have harmed a young person.
  - Possibly committed a criminal offence against or related to a young person.
  - Behaved towards a young person or young people in a way that indicates he or she would pose a risk of harm if they work regularly or closely with young people.
2. We will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in the above-mentioned document. This includes allegations against staff in their personal lives. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.
3. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation himself or interview students. The Principal should follow procedures as outlined in point 4 below.
4. The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team. The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the school's own internal procedures.
  - If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded in the child protection file.
5. Where an allegation has been made against the, then Principal the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward.

## Appendix Five

### Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas”.*

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a ‘typical extremist’: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
  5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
  6. Indicators of vulnerability include:
    - Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
    - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
    - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others;
  7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
  8. More critical risk factors could include:
    - Being in contact with extremist recruiters;
    - Accessing violent extremist websites, especially those with a social networking element;
    - Possessing or accessing violent extremist literature;
    - Using extremist narratives and a global ideology to explain personal disadvantage;
    - Justifying the use of violence to solve societal issues;
    - Joining or seeking to join extremist organisations;
    - Significant changes to appearance and/or behaviour; and
    - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## Appendix Six

### Preventing Violent Extremism

#### Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for the NCS is **Anita Lomax** who is responsible for:

- ensuring that staff of the college are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the NCS in relation to protecting students/students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the college's curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the college about the safeguarding processes relating to protecting students/students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the college for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel\* process;
- attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity and aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

#### Teaching Approaches

- 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 young people may experience elsewhere may make it harder for them to challenge or question these radical influences. At the NCS this will be achieved by outstanding teaching; and by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

- We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.
- At the NCS 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 teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

### **Use of External Agencies/Speakers and Charity Fund Raising**

- At the NCS we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.
- These external agencies will be vetted to ensure that we do not use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to Sixth Form values and ethos. The Principal will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
  - Any messages communicated to students are consistent with the ethos of the NCS and do not marginalise any communities, groups or individuals;
  - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
  - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
  - Activities are matched to the needs of students;
  - Activities are carefully evaluated by the NCS to ensure that they are effective.
- We recognise, however, that the ethos of the NCS Sixth Form 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 curriculum and enrichment 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.
- The NCS will only ever support charities that are registered with the charity commission and have a

designated charity number. Where students or staff want to raise money for a charity that has not been previously vetted, the designated safeguarding lead will liaise with the lead contact for Prevent in the Borough to ascertain whether the charity has any links to extremist ideologies or employ personnel that are known to the authorities for holding extremist views. No fundraising for any charity will be permitted unless first authorised by the Principal and in his absence the Deputy Principal.

## Appendix Seven

### Protocol for Friday Prayers

- At the NCS we do not have a designated prayer room but allow students to use classrooms for quiet reflection during lunch and after college. The presence of staff on duty ensures that students are carefully monitored.
- On Friday, there is an opportunity for collective prayer and robust protocols have been established to safeguard against any inappropriate behaviour and/or comments. Students are encouraged to be vigilant and staff and/or students must report any concerns to either the DSL or the Principal.

Content of the **Khutbah** to be shared and agreed with the Principal at least 24 hours in advance.



The **Khutbah** is to last no more than 5mins

1. Focus on attributes that apply to all human beings for example, compassion, patience, perseverance, kindness, understanding;
2. Not make any reference to people of different faiths or none nor should it differentiate between them;
3. Not contravene 'British values' of democracy, rule of law, tolerance and equality



Prayers will take place in the Town Hall from 1.10pm-1.20pm for males and in room 400 for females. There is teacher supervision for both males and female prayers. Females who wish to pray in the same room as males will be permitted.



Male students are to collect and return prayer mats to the main building at the end of prayers. This is to be supervised by a member of staff

***The NCS reserves the right to cancel or suspend a Friday prayer where the content of the Khutbah is inappropriate or has not been submitted 24hours prior to Friday prayer. Where the Main Hall is not available and students cannot be accommodated in the main building students must attend the local mosque to pray.***

# Appendix Eight

## Safer Recruitment Procedure

### 1. Introduction

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable to work with children or young people;
- identify and reject applicants who are unsuitable to work with children and young people.

### 2. Statutory Requirements

There are some statutory requirements for the appointment of some staff in schools, notably the Leadership Team. These requirements change from time to time and must be met.

### 3. Identification of Recruiters

Subject to the availability of training, the college will move towards a position in which at least two recruiters have successfully received accredited training in safe recruitment procedures. The NCS will work towards ensuring all members of the SLT receive Safer Recruitment Training.

### 4. Inviting Applications

Advertisements for posts – whether in newspapers, journals or online – will include the statement:

**“The NCS is committed to safeguarding the welfare of children and expect all staff to share this commitment.**

All post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.”

Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification;
- the school’s child protection policy;
- the school’s recruitment policy (this document);
- the selection procedure for the post;
- an application form.
- All prospective applicants must complete, in full, an application form.

### 5. Short-listing and References

Short-listing of candidates will be against the person specification for the post. Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage. References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

Where necessary, referees will be contacted by telephone or email to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Where necessary, previous employers who have not been named as referees will be contacted to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges. Referees will always be asked specific questions about:

- the candidate’s suitability for working with children and young people;

- any disciplinary warnings, including time-expired warnings that relate to the safeguarding of children; the candidate's suitability for the advertised post.

School employees are entitled to see and receive, if requested, copies of their employment references.

## **6. The Selection Process**

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.

Interviews will always be face to face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face to face interview (which may be via visual electronic link).

Candidates will always be required:

- to explain satisfactorily any gaps in employment;
- to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- to declare any information that is likely to appear on a DBS disclosure;
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

## **7. Employment Checks**

All successful applicants are required:

- to provide proof of identity
- to complete a DBS disclosure application and receive satisfactory clearance
- to provide actual certificates of qualifications
- to complete a confidential health questionnaire
- to provide proof of eligibility to live and work in the UK

We do not take copies of documentation until a job has been accepted by the successful candidate.

**Full and comprehensive safer recruitment procedures are laid out within the CoLAT Safer Recruitment and Selection Policy.**

## **8. Induction**

All staff who are new to the school will receive induction training that will include the college's safeguarding policies and guidance on safe working practices.

Regular meetings will be held during the first 6 months of employment between the new employee(s) and the appropriate manager(s).

# Appendix Nine

## Weapons in College

### 1. Introduction

While the majority of young people stay within the law a small number do find themselves getting involved in knife and gun crime.

Whilst there is no excuse to carry a weapon, people carry knives and guns for different reasons:

- Protection
- Self-defence
- Fear
- Peer Pressure
- To gain respect, power or control.

Not all people who carry weapons intend to use them but if you are carrying a weapon a situation is more likely to get out of hand.

Carrying a knife or gun is illegal in the U.K and the courts will take firm action if you're found with either in your possession.

The Metropolitan Police Service has set up a dedicated taskforce to combat knife crime under Operation Blunt. This operation features community engagement, education and enforcement. London Borough of Newham police, through the Safer Schools Partnership and Safer Neighbourhoods work with schools, Sixth Forms and colleges to raise the profile of knife crime among young people, challenging the perception that carrying a knife increases personal safety.

<https://www.gov.uk/government/policies/reducing-knife-gun-and-gang-crime>

As a Sixth Form we will work with London Borough of Newham police to ensure that students and staff are protected and that the carrying of offensive weapons is discouraged through continued education, discussion and proactive enforcement.

The Violent Crime Reduction Act 2006 introduced a power for designated members of school staff to search students for weapons. This is a specific power that builds on the powers under the Education Act 1996 to enable staff to have control of students and the use of force where necessary.

The use of 'Screening Arches' and Wands in conjunction with the Safer School or Safer Neighbourhood officer would be used at the direction of the Principal. Their use could be used as a visible deterrent or to prevent escalation of previous incidents.

It is the role of the NCS to inform students and parents of the possibility of the powers under the Violent Crime Reduction Act 2006 being exercised.

## **2. Staff discovering or identifying students carrying an Offensive Weapon**

Police must be notified immediately of all incidents where a student is found in possession of a knife or other offensive weapon (an offensive weapon is an article that is made, adapted or used for causing injury).

Where weapons come into staff possession they must be securely retained for prompt collection by the Police Officer dealing with the matter. The details should be recorded on an incident report or log including:

- Circumstances
- Witnesses
- Action Taken

The member of staff taking possession of the weapon from a student should be available to give a police statement regarding the seizure.

## **3. Police and Sixth Form action**

The decision on proceedings (whether to arrest or not) will be a joint one involving the police and the Sixth Form. The decision will be informed by a number of factors surrounding the young person. These may include:

- Available evidence
- Previous incidents at the school
- Police information
- Family history
- Prevalence of offence in local area
- Attitude of young person
- Age of young person

Where a decision is made to arrest, the offender will be required to attend the police station, either by direct arrest or subsequent appointment.

The 'suspect' will be interviewed at the police station regarding their alleged possession of the weapon. The Police will then furnish all evidence to the Crown Prosecution Service who will then make a decision regarding judicial disposal.

There are disposal options open to juveniles (under 18 years):

- No Further Action
- Warn the suspect in accordance with the Reprimand or Final Warning scheme (this leads to a referral to the Youth Offending Team)
- Charge the young person who will then be required to attend court

The suspect could also be bailed to return to the police station for further enquiries to be carried out.

The offence disposal decision will be based upon the student's previous offending history, details of the specific incident and any other mitigating circumstances that need to be considered.

#### 4. Exclusion from Sixth Form

The Sixth Form will respond to different knife crimes with different measures in the interests of proportionality.

- Intimidation of a weapon – Permanent
- Possession / carriage of weapon – Permanent
- Threat with a weapon (seen) – Permanent
- Threat with a weapon (not seen) – Permanent
- Injury caused to another by use of a weapon – Permanent
- **Post exclusion support** – Where appropriate restorative justice meetings between all parties will take place. Diversionary support for the perpetrator from the police, youth offending service and London Borough of Newham Team can also be accessed.
- **Child protection considerations** – The Designated Safeguarding Lead and police must consider any child protection/ safeguarding issues that are associated with the knife incident.
- **If a student is charged with an offence – permanent**

## Appendix Ten

### Images and Video of Students

This section applies to the use of any film and electronic photographic equipment. This will include mobile phones, tablet computers, music players and gaming devices with in-built cameras as well as other forms of digital technology and resources for storing and printing images.

#### 1. Legislation and Consent

The General Data Protection Regulation (GDPR) 2018 affects the official use of photography by all educational settings. This is because an image of a child is considered to be personal data and it is a requirement that parental consent is obtained for any photographs or video recordings.

At the NCS, parental consent is sought on entry to the Sixth Form and is current at any time whilst a student remains on roll at the Sixth Form by signing the 'New Intake Data Collection Sheet' that includes the section below that describes the purpose of the sixth form's use of images and video:

<b>The use of Student Photographs and Voice Recording for Research:</b>
We will use photographs of our students around the Sixth Form, in newsletters, our websites or any other marketing materials. In some circumstances we will share marketing material with partners that we work with for their own marketing purposes. <b>Please tick the box below if you consent to your child's photograph being shared as part of our partners marketing material.</b>

Images of students for which consent has never been given are not to be used, unless the specific consent of the parent or carer is obtained. Should it not be possible to obtain such consent, then images must be returned to the individual concerned or destroyed. If two parents disagree over consent for their child to appear in photographs or video recordings, then it is treated as if consent has not been given.

Images will not be taken of any student against their wishes. A student's right not to be photographed must be respected.

#### 2. Capture and Storage of Images and Video

Staff must not capture images or videos of students on any personal device, mobile phone, iPads etc. In exceptional circumstances, a personal device may be used where permission is obtained from a member of the leadership team. The following protocol must be followed:

- Images and video are saved initially on the device only - photo/video backup to cloud storage must be disabled before images are captured
- Images must not be taken through an 'app' (Instagram, Snap Chat etc.)
- Files must be transferred to the secure staff intranet as soon as practicable and by the end of the next working day at the latest
- Once transferred, original files must be removed from a personal device immediately

### **3. Planning to Capture Images and Video in the Sixth Form Setting**

The taking of images of a student in a one to one situation with an adult is not accepted practice as such situations are likely to be perceived as sensitive, intrusive and open to misinterpretation.

Staff must always ensure that they capture images of students in suitable dress, and take care photographing events to maintain modesty. Photography is not permitted in sensitive areas such as the toilets.

## Appendix Eleven

Peer to peer abuse: Sexting

### Definition of 'sexting'

Sexting is when a young person takes an indecent image of their self and sends this to their friends or boy/girlfriends via mobile phones.

There are several definitions of sexting but for the purposes of this advice sexting is simply defined as images or videos generated:

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by future employers, friends or even by child sex offenders. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003. (CEOP, 2015).

There are many different types of sexting and it is unlikely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help safeguard the child. The contributory factors in each case also needs to be considered to determine an appropriate and proportionate response.

### Steps to take in the case of an incident

#### Step 1: Disclosure by a student

Sexting disclosures should follow the normal safeguarding protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to social services.

The following questions will help decide upon the best course of action:

- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the Sixth Form's child protection and safeguarding policies and practices being followed? For example, is the DSL on hand and is their advice and support available?
- How widely has the image been shared and is the device in the student's possession?
- Is it a sixth form device or a personal device?
- Does the student need immediate support and or protection?
- Are there other students and/ or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

## **Step 2: Searching a device – what are the rules**

In a sixth form-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. When searching a mobile device, the following conditions should apply:

- The action is in accordance with the sixth form's safeguarding policies
- The search is conducted by the Principal or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

If any illegal images of a child are found, a decision will be made as to whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing by the Principal and DSL.

### **Never**

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student unless there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another

### **Always**

- Inform the sixth form's Designated Safeguarding Lead
- Record the incident on the safeguarding form
- Act in accordance with school safeguarding policies and procedures
- Inform relevant colleagues/SLT about the alleged incident before searching a device

If there is an indecent image of a child on a website or a social networking site, then the sixth form will report the image to the site hosting it. In the case of a sexting incident involving a child where you feel that they may be at risk of abuse, then the sixth form will report the incident directly to CEOP [www.ceop.police.uk/ceop-report](http://www.ceop.police.uk/ceop-report), so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

## **Step 3 - What to do and not do with the image.**

If the image has been shared across a personal mobile device:

### **Always**

- Confiscate and secure the device(s)

### **Never**

- View the image unless there is a clear reason to do so
- Send, share or save the image anywhere
- Allow students to do any of the above

If the image has been shared across the sixth form's network, a website or a social network:

**Always**

- Block the network to all users and isolate the image

**Step 4 - Who should deal with the incident?**

Whoever the initial disclosure is made to must act in accordance with the school Safeguarding policy, ensuring that the DSL and the Principal are involved in dealing with the incident.

The DSL will record the incident. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first. If viewing the image is likely to cause additional stress, professionals should make a judgement about whether it is appropriate to do so.

**STEP 5 - Deciding on a response**

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario, or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a sixth form it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

- Act in accordance with the Safeguarding Policy, e.g. notify DSL/the Principal
- Store the device securely
- Carry out a risk assessment in relation to the young person
- Make a referral to the Triage and the LADO providing the incident that has taken place relates to a member of staff.
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed. Depending on the nature of the image and the family circumstances of the child, communication with parents will need to be carefully handled.)

**Step 6 - Contacting other agencies (making a referral)**

- If the nature of the incident is high-risk, the DSL will consider contacting triage. Depending on the nature of the incident and the response the DSL will contact the or refer the incident to CEOP.

## Appendix Twelve

### Job Description: Designated Safeguarding Lead and Deputy Designated Safeguard Leads

#### The Position of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguard Leads

- The Governing body has appointed an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead. The DSL is Anita Lomax, Deputy Principal.
- The DSL will take lead responsibility for safeguarding and child protection.
- The DSL will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
- Deputy safeguard leads have been appointed and will be trained to the same standard as the designated safeguarding lead. The deputy safeguard leads are Mouhssin Ismail (Principal) and Olga Markoulides (Assistant Principal).
- Whilst the activities of the DSL can be delegated to the deputy, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility will not be delegated.

#### Key Roles:

#### Managing referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

#### Work with others

The DSL is expected to:

- liaise with the Principal, Mr Ismail, to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- and liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for staff.

## **Training**

- The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The DSL should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - ensure each member of staff has access to and understands the school or child protection policy and procedures, especially new and part time staff;
  - are alert to the specific needs of children in need, those with special educational needs and young carers;
  - can keep detailed, accurate, secure written records of concerns and referrals; understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
  - obtain access to resources and attend any relevant or refresher training courses; and
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

## **Raise Awareness**

The DSL should:

- ensure the school child protection policies are known, understood and used appropriately;
- ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

**Child protection file**

Where children leave the sixth form, ensure their child protection file is transferred to the new school as soon as possible. This will be transferred separately from the main pupil file if paper copies exist, ensuring secure transit and confirmation of receipt should be obtained, and ensuring secure transit and confirmation of receipt should be obtained.

**Availability**

During term time the DSL (or a deputy) will always be available (during Sixth Form hours) for staff in the sixth form to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Skype or other such media is acceptable. The sixth form and the DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.