

 Farnborough College of Technology	<b>Safeguarding Policy</b>
<b>Owner</b>	Associate Director of Safeguarding & Quality
<b>Approved by Corporation</b>	N/A
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Any links to local or national advice and guidance can be accessed via the safeguarding in education webpages:

[www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance](http://www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance)

Links to online specific advice and guidance can be found at

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/online-safety>

Links to other pages from the local authority on safeguarding can be found at

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren>

The procedures of the Hampshire Safeguarding Children Partnership can be accessed at

<http://hipsprocedures.org.uk/page/contents>

## **Farnborough College of Technology Safeguarding Policy**

*This policy should be read in conjunction with the College's Child Protection Policy and Code of Conduct for College Staff*

### **Policy Statement**

Safeguarding determines the actions that we take to keep young people safe and protect them from harm in all aspects of their College life. As a College we are committed to safeguarding and promoting the welfare of all of our students.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the College. As such, this overarching policy will link to other policies which will provide more information and greater detail.

### **Aims**

- To provide Staff with the framework to promote and safeguard the wellbeing of young people and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the College.
- To demonstrate our commitment to protecting young people.

### **Principles and Values**

Safeguarding and promoting the welfare of young people is everyone's responsibility. As such it does not rest with the Designated Safeguarding Lead (DSL) and their deputies to take a lead responsibility in all of the areas covered within this policy.

Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the College.

Safeguarding processes are intended to put in place measures that minimise harm to young people. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations, a review will be carried out in order to identify learning and inform the policy, practice and culture of the College.

All students in our College are able to talk to any member of staff to share concerns or talk about situations which are causing them concern. Staff will listen to the student, take their concerns seriously and share the information with the safeguarding lead. In addition, we provide students with information of who they can talk to outside of College both within the community and with local or national organisations who can provide support or help. As a College, we review this policy annually in line with Department for Education (DfE), Hampshire Safeguarding Children's Partnership (HSCP), Hampshire County Council (HCC) and any other relevant guidance.

## Areas of Safeguarding

Keeping Children Safe in Education (2021) and the Ofsted inspection guidance (2021), have highlighted and separated a number of safeguarding areas:-Emerging or high risk issues (part 1); those related to the students as an individual (part 2); other safeguarding issues affecting students (part 3); and those related to the running of the College (part 4).

## Definitions

Within this document:

**'Safeguarding'** is defined in the Children Act 2004 as protection from maltreatment; preventing impairment of health and development; ensuring that young people grow up with the provision of safe and effective care; and working in a way that gives the best life chances and transition to adulthood. Our safeguarding practice applies to every young person.

The term **Staff** applies to all those working for or on behalf of the College, full time or part time, in either a paid or voluntary capacity. This also includes Governors.

**Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to students of the College; however, the policy will extend to young people visiting the College and students from other establishments

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, stepparents and foster carers.

## Key personnel

The Designated Safeguarding Lead for the college is:

Rachael Jenkins -Vice Principal Teaching, Learning and Completion

The Deputy Safeguarding Leads are:

- Clive Hodge - Assistant Principal
- Clair Bryan – Assistant Principal
- Ian Graham – Assistant Principal
- Clare Grimwood – Interim Assistant Principal
- Nicky Branson - Learner Services Manager
- Francesca Harrap - Aldershot Business Manager

Safeguarding Administration & Support:

- Sarah Murphy - Safeguarding and Quality Administrative Officer
- Lisa Sparkes – Family Liaison Officer

## **Part 1 – High Risk and Emerging Safeguarding Issues**

### **Contextual Safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between young people outside of our college. All staff, but especially the designated and deputy safeguarding leads should consider whether young people are at risk of abuse or exploitation in situations outside their families.

Risk and harm outside of the family can take a variety of different forms and young people can be vulnerable to sexual exploitation, criminal exploitation, and serious youth violence in addition to other risks.

For us as a College, we will consider the various factors that have an interplay with the life of any young person about whom we have concerns within the College and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity. While this term applies to this specific definition, the notion of considering a young person within a specific context is also important. What life is like for a young person outside the College, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

### **Preventing Radicalisation and Extremism**

The prevent duty requires that all staff are aware of the signs that a young person may be vulnerable to radicalisation. Risks will be considered for political; environmental; animal rights; or faith-based extremism that may lead to a young person becoming radicalised. In addition, other ideologies for example, 'incels' will also be considered. All staff of the College have received e learning/awareness training in order that they can identify the signs of young people being radicalised. There is no single way of identifying whether a young person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a young person's vulnerability. Similarly, radicalisation and the grooming of young people can occur through many different methods, such as social media or the internet, and at different settings. As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any young person who is considered vulnerable to radicalisation will be referred by the DSL to the relevant children's social care department, using the National Prevent Referral Form, where the concerns will be considered in the MASH process. If the Police Prevent Officer considers the information to be indicating a level of risk a "channel panel" will be convened and the College will attend and support this process.

### **Gender Based Violence / Violence Against Women and Girls**

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

The Government has a strategy looking at specific issues faced by women and girls. Within the context of this policy the following sections address specific issues of violence against

women and girls; Female genital mutilation, forced marriage, honour-based violence and teenage relationship abuse.

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

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or headteacher will be informed and the member of teaching staff must call the police to report suspicion that FGM has happened. At no time will staff examine students to confirm concerns.

For cases where it is believed that a female may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, staff will inform the DSL who will report it as with any other child protection concern.

While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children's social care.

## **Forced Marriage**

[an alternative and fuller summary about the risk and impact of forced marriage on students can be found in the [multi-agency guidance of the forced marriage unit](#) page 32 - 36]

In the case of young people: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* In some developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. is under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns, and where to seek advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. Policies and practices in the College reflect the fact that, while all members of staff, including teachers, have important responsibilities with regard to students who may be at risk of forced marriage, teachers and College leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

### **Characteristics that may indicate forced marriage**

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from college
- a drop in performance or sudden signs of low motivation
- excessive parental restriction and control of movements
- a history of siblings leaving education to marry early
- poor performance, parental control of income and students being allowed only limited career choices
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that, where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual student's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

### **Honour Based Violence (HBA)**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this

dynamic and additional risk factors when deciding what form of safeguarding action to take.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their expectations. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

All forms of honour-based abuse are abusive (regardless of the motivation) and should be handled and escalated as such. If staff believe that a student is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the student is at immediate risk the police will be contacted in the first place. It is important that, if honour based violence is known or suspected, communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the young person.

### **Teenage Relationship Abuse**

Relationship abuse can take place at any age and describes unacceptable behaviour between two people who are in a relationship.

Research has shown that some young people do not understand abusive behaviours such as controlling behaviours, which can escalate to physical abuse, (e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to or coercing them to engage in activities they are not comfortable with) and that this abuse has a higher prevalence within teenage relationships. Research also raises concerns that some young people do not understand what consent means within their relationships.

This can lead to these abusive behaviours feeling 'normal' and therefore being left unchallenged, as they were not recognised as being abusive.

In response to this the College will provide education to help prevent young people from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means

within their relationships. This will form part of the college's tutorial curriculum.

If the College has concerns about a young person in respect of relationship abuse, it will report those concerns in line with procedures to the appropriate authorities as a safeguarding concern, a crime or both.

### **Sexual Violence and Sexual Harassment Between Children**

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

Within our College all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. This pattern of prevalence will not, however, be an obstacle to ALL concerns being treated seriously.

This school has a zero-tolerance approach to SVSH. As a College we are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'.

We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

Within the child protection policy, there is a clear procedure for how we deal with situations where sexual assaults or behaviour considered criminal between children/young people has taken place. As a College we will follow the "*Sexual violence and sexual harassment between children in schools and colleges*" advice provided by the DfE

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable. Support will be provided to victims of sexual violence and sexual harassment and we will ensure that they are kept safe.

It is clear from the 2021 Ofsted review into SVSH in schools and colleges that the prevalence of abusive and unwanted behaviour is wide spread. As such staff in the College will remain vigilant and intervene early to prevent low level behaviours from becoming abusive experiences.

All staff will maintain the attitude that "It could happen here"

### **Upskirting**

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.

Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between pupils, we will follow the peer on peer abuse procedure.

If staff in the College are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly.

There are behaviours that would be considered as sexual harassment which may be precursors to upskirting. The use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the College will respond to these with appropriate disciplinary action and education.

Students who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the College it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the Principal to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

### **The Trigger Trio**

The term 'Trigger Trio' has replaced the previous phase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and young people has occurred.

These issues are viewed as indicators of increased risk of harm to young people. An analysis of Serious Cases Reviews undertaken by Ofsted in 2011, found that two or more of the issues were present in nearly 75% of these cases. These factors will have a contextual impact on the safeguarding of children and young people.

### **Domestic Abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected"

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. Research indicates that living within a home where domestic abuse takes place is harmful to young people and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Young people witnessing domestic abuse is recognised as 'significant harm' in law. These young people may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a young person is living within a relationship with domestic abuse include:

- withdrawn
- sudden behaviour changes
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses College
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a young person is living with domestic

abuse but should be considered as indicators that this may be the case.

If staff believe that a young person is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care

### **Parental Mental Health**

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a young person's development, but it is essential to assess its implications for each young person in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For young people the impact of parental mental ill health can include:

- Parent / carer's needs or illnesses taking precedence over the young person's needs
- Own physical and emotional needs neglected
- Acting as a young carer for a parent or a sibling
- Having restricted social and recreational activities
- Finding it difficult to concentrate- impacting on educational achievement
- Missing College regularly as (s)he is being kept home as a companion for a parent / carer
- Adopting paranoid or suspicious behaviour, as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the young person)
- Obsessional compulsive behaviours involving the young person

If staff become aware of any of the above indicators, or others that suggest a young person is suffering due to parental mental ill health, the information will be shared with the DSL to consider a referral to children's social care.

### **Parental Substance Misuse**

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a young person in the family.

For young people the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for young people (family finances used to fund adult's dependency)

- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Young person talking of or bringing into College drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a young person's parent is misusing substances but should be considered as indicators that this may be the case.

If staff believe that a young person is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

### **Young Carers**

As many as 1 in 12 children and young people provide care for another person. This could be a parent, a relative or a sibling and for different reasons such as disability, chronic illness, mental health needs, or adults who are misusing drugs or alcohol.

Students who provide care for another are Young Carers. These young people can miss out on opportunities, and the requirement to provide care can impact on school attendance or punctuality, limit time for homework, leisure activities and social time with friends.

As a college we may refer a young carer to children's social care for a carers assessment to be carried out. We will consider support that can be offered and make use of the resources and guidance from Save the Children in their young carers work.

### **Missing, Exploited and Trafficked Young people (MET)**

Within Hampshire the acronym MET is used to identify all young people who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that crossover of risk is not missed.

### **Young People Missing from Education**

Patterns of young people missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a young person is missing does not reduce risk of harm to that young person, and all absence or non-attendance should be considered with other known factors or concerns.

Early intervention is necessary to identify the existence of any underlying safeguarding risk

and to help prevent the risks of a young person going missing in future. Staff should be aware of their school's or college's unauthorised absence and young people missing from education procedures.

DSLs and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Are other students routinely missing the same lessons and does this raise other risks or concerns *such as SVSH between students, exploitation, gang behaviour or substance misuse*? Does the young person remain on the College site or are they absent from the site?

- Is the young person being sexually exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other students routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the young person is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the College of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the young person being sexually exploited during this day?
- Is the young person avoiding abusive behavior from peers or staff on this day?
- Do the parents appear to be aware?
- Are the student's peers making comments or suggestions as to where the student is?
- Can the parent be contacted and made aware?

Continuous missing days: Has the College been able to make contact with the parent? Is medical evidence being provided?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs? Is the young person safe?

The College will view absence as both a safeguarding issue and an educational outcomes issue. The College may take steps that could result in specific actions to improve attendance, or a referral to children's social care, or both.

### **Young People Missing from Home or Care**

It is known that young people who go missing are at risk of suffering significant harm, and there are specific risks around young people running away and the risk of sexual exploitation.

The Hampshire Police Force, as the lead agency for investigating and finding missing young people, will respond to young people going missing based on on-going risk assessments in line

with current guidance.

The police definition of 'missing' is: "Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed."

Various categories of risk should be considered and Hampshire Local Safeguarding Children's Partnership provides further guidance:

Local authorities have safeguarding duties in relation to young people missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.

The police will prioritise all incidents of missing young people as medium or high risk. Where a young person is recorded as being absent, the details will be recorded by the police, who will also agree review times and any on-going actions with person reporting.

A missing young person incident would be prioritised as 'high risk' where:

- the risk posed is immediate and there are substantial grounds for believing that the young person is in danger through their own vulnerability; or
- the young person may have been the victim of a serious crime; or
- the risk posed is immediate and there are substantial grounds for believing that the public is in danger.

The high-risk category requires the immediate deployment of police resources.

Authorities need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity, trafficking and to be aware of local "hot spots", as well as concerns about any individuals with whom children might runaway.

Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a young person who is missing may be suffering, or likely to suffer, significant harm.

Within any case of young people who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied

asylum-seeking young people there will be pressure to make contact with their trafficker

As a College we will inform all parents of young people who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

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

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving young people in the production of sexual images, forcing young people to look at sexual images or watch sexual activities, encouraging young people to behave in sexually inappropriate ways or grooming a young person in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the young person's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any young person, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some young people may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship (from KCSiE)

- Exploitation can be isolated (one-on-one) or organised group/criminal activity
- There can be a big age gap between victim and perpetrator, but it can also be peer-on-peer
- Boys can be targeted just as easily as girls – this is not gender specific
- Perpetrators can be women and not just men
- Exploitation can be between males and females or between the same genders

Young people with learning difficulties can be particularly vulnerable to exploitation as can young people from particular groups, e.g. looked after children, young carers, young people who have a history of physical, sexual emotional abuse or neglect or mental health problems; young people who use drugs or alcohol, young people who go missing from home or school, young people involved in crime, young people with parents/carers who have mental health problems, learning difficulties/other issues, young people who associate with other young people involved in exploitation. However, it is important to recognise that any young person can be targeted.

Indicators a young person may be at risk of CSE include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing College;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

CSE can happen to a young person of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a College we inform all staff of the signs and indicators of sexual exploitation. Young people who have been exploited will need additional support to help maintain them in education. We use the child exploitation risk assessment form (CERAF) and associated guidance from the Hampshire Safeguarding Children Partnership (HSCP) to identify students who are at risk and the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect young people and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form which can be downloaded from <https://www.safe4me.co.uk/portfolio/sharing-information/>

### **Child Criminal Exploitation (including county lines)**

Child Criminal Exploitation (CCE) is defined as:- *'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'*

The exploitation of children and young people for crime is not a new phenomenon as evidenced by Fagan's gang in Charles Dickens book, Oliver Twist. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push:pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

A current trend in criminal exploitation of children and young people are 'county lines' which refer to a 'phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver the drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from

larger cities, who are expanding their markets into rural areas. Young people are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Young people can easily become trapped by this type of exploitation, as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Indicators that a young person may be criminally exploited include:

- Increase in **Missing episodes** – particular key as young people can be missing for days and drug run in other Counties
- Having unexplained amounts of money, **new high cost items** and multiple mobile phones
- Increased social media and phone/text use, almost always secretly
- **Older males** in particular seen to be hanging around and driving
- Having injuries that are unexplained and unwilling to be looked at
- Increase in **aggression, violence and fighting**
- Carrying **weapons** – knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- **Significant missing** from education and disengaging from previous positive peer groups
- Association with other young people involved in exploitation
- Young people who misuse drugs and alcohol
- Parent concerns and significant changes in behaviour that affect emotional wellbeing

We will treat any young person who may be criminally exploited as a victim in the first instance using the CERAF form for guidance and refer to children's social care in the first instance. If a referral to the police is also required, as crimes have been committed on the school premises, these will also be made. Young people who have been exploited will need additional support to help maintain them in education.

If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form. <https://www.safe4me.co.uk/portfolio/sharing-information/>

### **Serious Violence**

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity.

All staff will be made aware of indicators, which may signal that students, or members of their families, are at risk from or involved with serious violent crime.

These indications can include but are not limited to: increased absence from college; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons. Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school/college, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for staff can be found in in the Home Office's [Preventing youth violence and gang](#)

## involvement

As a college we have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions. We will report concerns of serious violence to police and social care.

If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form.  
<https://www.safe4me.co.uk/portfolio/sharing-information/>

### **Trafficked Young People and Modern Slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Human trafficking is defined by the UNHCR in respect of young people as a process that is a combination of:

- Movement (including within the UK)
- Control, through harm/threat of harm or fraud
- For the purpose of exploitation

Any young person transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that young people (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a young person may have been trafficked into the UK and may still be controlled by the traffickers or receiving adults.

These are:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing details and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the young person and their adult carers is not good;
- Is one among a number of unrelated young people found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

For those young people who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual

exploitation / the young person has been seen in places known to be used for sexual exploitation;

- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a young person i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self-image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the young person has no known links; and/or
- Possible inappropriate use of the Internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a young person is being trafficked but should be considered as indicators that this may be the case.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods may have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a young person is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

## **Child Abduction**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org)

When we consider who is abducted and who abducts

- Nearly three-quarters of children abducted abroad by a parent are aged between 0 and 6 years-old
- Roughly equal numbers are boys and girls
- Two-thirds of children are from minority ethnic groups.
- 70% of abductors are mothers. The vast majority have primary care or joint primary care for the child abducted.

- Many abductions occur during school holidays when a child is not returned following a visit to the parent's home country (so-called 'wrongful retentions')

If we become aware of an abduction we will follow the HIPS procedure and contact the police and children's social care (if they are not already aware).

If we are made aware of a potential risk of abduction we will seek advice and support from police and children's social care to confirm that they are aware and seek clarity on what actions we are able to take.

### **Returning home from care**

When young people are taken into care, consideration may be given in the future to those young people being returned to the care of their parents, or one of their parents. Other young people are placed in care on a voluntary basis by the parents and they are able to remove their voluntary consent.

While this is a positive experience for many young people who have returned to their families, for some there are different challenges and stresses in this process.

As a college, if we are aware that one of our young people who is looked after is returning to their home, we will consider what support we can offer and ensure as a minimum that the young person has a contact, that they trust, who they can talk to or share their concerns with.

### **Technologies**

Technological hardware and software is developing continuously with an increase in the functionality of devices. The majority of young people use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make young people vulnerable and to abuse them.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

## **Online Safety & Social Media**

With the current speed of on-line change, some young people have only a limited understanding of online risks and issues. Some may underestimate the effects of potentially harmful and inappropriate material on the Internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint
- accessing and generating inappropriate content

The College will therefore seek to provide information and awareness to students through:

- Publicising the 'Student use of College Computers, e-Mail and Internet Policy'
- Curriculum activities involving raising awareness around staying safe online
- Information included on College website, intranet, VLE, emails and bulletins
- Building awareness around information that is held on relevant web sites and or publications

## **Cyberbullying**

Central to the College's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all students have a right not to be bullied*'. The College also recognises that it must take note of bullying perpetrated outside College, which affects students when they are at College and so will respond to concerns about cyber-bullying carried out by students when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail or other platforms to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including Internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If the College becomes aware of incidents of cyberbullying, we will consider each case individually, including whether any criminal act may have been committed. The College will pass on information to the police if it feels that it is appropriate or are required to do so

## **Sexting**

'Sexting' often refers to the sharing of naked pictures or 'nude' pictures or video through mobile phones and the Internet. It also includes underwear shots, sexual poses and explicit text messaging and is sometimes referred to as youth produced sexual imagery. While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet usage for a child is 6 years old, sexting is an issue that requires awareness raising across all ages.

The College will use appropriate educational materials with students to raise awareness, to promote safety and deal with pressure.

## **On-line sexual abuse**

As a college we will:

- **Report** to the police, CEOP or any other relevant body any on-line sexual abuse or harmful content we are made aware of. This could include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery. We will seek guidance from the NPCC '[when to call the police](#)' document and the internet watch foundations '[report harmful content](#)' website.
- **Educate** to raise awareness of what on-line sexual abuse is, how it can happen, how to limit the impact and what to do if you become aware of it.
- **Support** victims of on-line abuse within the college community.

## **Gaming**

Online gaming is an activity that the majority of young people and many adults get involved in. The College will raise awareness:

- by talking to students and helping them to identify whether they are appropriate
- by highlighting relevant resources

## **Online Reputation**

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that young people and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations

and work establishments now check digital footprint before considering applications for positions or places on courses.

## **Grooming**

Online grooming is the process by which one person with an inappropriate sexual interest in young people will approach a young person online, with the intention of developing a relationship with that young person, to be able to meet them in person and intentionally cause harm.

The College will build awareness amongst young people to understand:

- the processes and implications of online grooming
- how to protect privacy and reduce the opportunities for grooming

Additionally to being targeted for sexual motivations, some young people are also groomed online for exploitation or radicalisation. While the drivers and objectives are different, the actual process is broadly similar to radicalisation, with the exploitation of a person's vulnerability usually being the critical factor. Those who are targeted are often offered something ideological, such as an eternal spiritual reward, or sometimes something physical, such as an economic incentive, that will make them 'feel better' about themselves or their situation.

Anyone can be at risk. Age, social standing and education do not necessarily matter as much as we previously thought, and we have seen all kinds of people become radicalised, from young men and women with learning difficulties to adults in well-respected professions. What is clear is that, the more vulnerable the person, the easier it is to influence their way of thinking.

Signs of grooming can include:

- isolating themselves from family and friends;
- becoming secretive and not wanting to talk or discuss their views;
- closing computers down when others are around;
- refusing to say who they are talking to; using technology such as anonymous browsing to hide their activity; and
- sudden changes in mood, such as becoming angry or disrespectful.

Of course, none of these behaviours necessarily mean someone is being radicalised and, when displayed, could be a symptom of bullying or other emotional issues.

## **Part 2 – Safeguarding Issues Relating to Individual Student Needs**

### **Homelessness**

As a college we recognise that being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare. The impact of losing a place of safety and security can affect a young person's behaviour and attachments.

In line with the Homelessness Reduction Act 2017 this College will promote links into the Local Housing Authority for the parent or care giver in order to raise/progress concerns at the earliest opportunity.

We recognise that whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### **Young People & the Court System**

As a college we recognise that young people are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the College will aim to support young people through this process.

Along with pastoral support, the College will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to young people what it means to be a witness, how to give evidence and the help they can access.

We recognise that making arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for young people. This college will support young people going through this process.

Alongside pastoral support this college will use online materials published by The Ministry of Justice (2018) which offers information & advice on the dispute resolution service.

### **Young People with Family Members in Prison**

Young people who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.

This college aims to: -

- *Understand and Respect the Young Person's Wishes.*  
We will respect the young person's wishes about sharing information. If other young people become aware the College will be vigilante to potential bullying or harassment
- *Keep as Much Contact as Possible with the Parent and Caregiver.*  
We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.
- *Be Sensitive in Lessons*  
This college will consider the needs of any young person with an imprisoned parent during lesson planning.

- *Provide Extra Support*

We recognise that having a parent in prison can attach a real stigma to a young person, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a young person work through their feelings on the issue.

Alongside pastoral care the College will use the resources provided by the National Information Centre on Children of Offenders in order to support and mentor young people in these circumstances.

### **Students with Medical Conditions**

The College will seek to ensure that sufficient staff are trained to support any student with a medical condition. All relevant staff will be made aware of the condition to support the young person and be aware of medical needs and risks to the young person. Specialist advice may be sought by the College Health Advisor and an individual healthcare plan may be put in place to support the young person and their medical needs.

### **Special Educational Needs and Disabilities**

Students who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration.
- The potential for young people with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Having fewer outside contacts than other young people.
- Receiving intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries.
- Having an impaired capacity to resist or avoid abuse.
- Having communication difficulties that may make it difficult to tell others what is Happening.
- Being inhibited about complaining for fear of losing services.
- Being especially vulnerable to bullying and intimidation.
- Being more vulnerable than other young people to abuse by their peers.

As a College we will respond to this by:

- Making it common practice to enable disabled young people to make their wishes and feelings known in respect of their care and treatment.
- Ensuring that disabled young people receive appropriate personal, health and social education.
- Making sure that all disabled young people know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the young person's preferred method of communication.
- Recognising and utilising key sources of support including staff in college, friends and family members where appropriate.
- Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services.
- Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with young people of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

### **Intimate and Personal Care**

The provision of intimate care is currently rare in the College context. If intimate care were to be required, guidelines for good practice are provided in Appendix 1 (adapted from the Chailey Heritage Centre)

### **Fabricated or Induced Illness**

The Royal College of Paediatrics and Child Health have added the term "Perplexing presentations" to the guidance around FII.

Perplexing Presentations (PP) has been introduced to describe those situations where there are indicators of possible FII which have not caused or brought on any actual significant harm.

It is important to highlight any potential discrepancies between reports, presentations of the young person and independent observations of the young person. What is key to note are implausible descriptions and/or unexplained findings and/or parental behaviour.

There are three main ways that a parent / carer could fabricate or induce illness in a

young person. These are not mutually exclusive and include:

- Fabrication of signs and symptoms. This may include fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- Induction of illness by a variety of means.

If the College is concerned that a young person may be suffering from fabricated or induced illness, we will follow the HIPS protocol and inform children's social care.

## **Mental Health**

Teachers and tutors often get to know young people well and are, therefore, well placed to identify changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of students. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in students' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships, family conflict or breakdown that results in the young person having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing Colleges or during other transitions
- **traumatic events**- such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, College staff will provide opportunities for the young person to talk or receive support within the College environment. Parents will be informed of the concerns and a shared way to support the young person will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement

When concerns are identified, college staff will provide opportunities for the young person to talk or receive support within the college environment. Parents will be informed of the concerns (if appropriate) and a shared way to support the young person will be discussed.

Where the needs require additional professional support, referrals will be made to the appropriate team or service with the appropriate agreement.

If staff have a mental health concern about a young person that is also a safeguarding concern, they will take immediate action, raising the issue with the designated safeguarding lead or a deputy.

## Part 3 – Other Safeguarding Issues Impacting Students

### Bullying

The College has established a separate anti-bullying policy that can be found at <http://intranet.farn-ct.ac.uk/your-college/policies-and-procedures/antibullying-policy/>

### Prejudice Based Abuse

Prejudice based abuse or hate crime is any offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Age
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on College furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against students who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other students to organisations and groups that sanction violence, terrorism or hatred.

As a College we will respond by:

- clearly identifying any prejudice-based incidents and hate crimes and monitoring the frequency and nature of them within the College

- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the College and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes
- dealing with perpetrators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

### **Drugs and Substance Misuse**

The College has established a separate substance misuse policy that can be found at <http://intranet.farn-ct.ac.uk/staff/policies-procedures/safeguarding/substance-misuse-policy.pdf>

### **Faith Abuse**

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but young people involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a young person as being “different”, attributes this difference to the young person being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A young person could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the young person. There are various social reasons that make a young person more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the young person lives.

If the College become aware of a young person who is being abused in this context, the DSL will follow the normal referral route into children’s social care.

### **Gangs and Youth Violence**

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact. As a College we have a duty and a responsibility to protect our students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment.

While students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education. Crucial preventive work can be done within College to prevent negative behaviour from escalating and becoming entrenched. As

a College we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- cooperate with local partners in the prevention of anti-social behaviour or crime.

### **Private Fostering**

Private fostering is an arrangement by a parent for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more. It is not private fostering if the carer is a close relative to the young person such as grandparent, brother, sister, uncle or aunt. Due to the ages of the young people at the College, private fostering issues are rarely found.

The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

If the College becomes aware that a student is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

### **Parenting**

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some young people have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place. We will support parents by signposting to support services including 'Early Help'.

## **Part 4–Safeguarding Processes**

### **Safer Recruitment**

The College operates a separate safer recruitment process as part of the Recruitment Procedure and the Disclosure and Barring Service Policy and Procedure. On all recruitment panels there is at least one member who has undertaken safer recruitment training. The process checks identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

### **Staff Induction**

The College provides all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff code of conduct, and part one of Keeping Children Safe in Education. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

### **Health and Safety**

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place.

The College has an established Health & Safety Policy and accompanying procedures that can be found at <http://intranet.farn-ct.ac.uk/staff/policies-procedures/policies-and-procedures#H&S> .

### **Site Security**

The College aims to provide a secure site within which young people feel safe. By its nature the College is a diverse environment which brings together a broad range of individuals engaged in education and training. Therefore, several strategies are used to enhance site security. These are:

- All persons on the College site must wear and display the relevant identity card
- Identity cards are displayed by the use of coloured lanyards, which identify whether an individual is a student, a member of staff, a contractor or a visitor
- Frequent compliance checks are carried out to ensure that persons on site are wearing the correct identity card and lanyard
- Visitors are required to enter at the reception and must sign in.
- Patrols are undertaken by the College's safeguarding and security staff throughout the College day
- An extensive network of CCTV is deployed throughout the College which is continuously monitored

## **Off-site Visits**

The College has a separate procedure detailing the processes used to ensure safety when young people are engaged in external activities. This can be found at <http://intranet.farn-ct.ac.uk/staff/policies-procedures/policies-and-procedures#H&S> .

## **First Aid**

The College has a separate procedure detailing the arrangements for providing First Aid. This can be found at <http://intranet.farn-ct.ac.uk/staff/policies-procedures/policies-and-procedures#H&S> .

## **Physical Intervention (use of reasonable force)**

The use of physical intervention is rarely required within the context of the College. The College utilises the non-statutory DfE advice contained in 'Use of reasonable force: Advice for headteachers, staff and governing bodies' in order to provide guidance for staff. This can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **Taking and the use and storage of Images**

As a College we will seek consent from the student, and their parent if under 18, before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in College publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual.

Photographs and videos will be taken by members of staff and professional photographers/videographers. They will be deleted from memory cards/computers after being processed, and securely stored on the college network thereafter. No images of students will be taken or stored on privately owned equipment by staff members.

## **Disqualification Under the Childcare Act**

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare. Previously this disqualification also extended to risk by association of anyone living within the same household and required us to carry out a self-disclosure process with staff.

The risk by association element of the Act has now been refocused by the DfE and no longer applies to college staff.

We will continue to check for disqualification under the Childcare Act as part of our safer recruitment processes for any offences committed by staff members or volunteers.

## Appendices

### Appendix 1: Intimate care

Guidelines for good practice adapted from the Chailey Heritage Centre

1. Treat every young person with dignity and respect and ensure privacy appropriate to the young person's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one young person. The four Local Safeguarding Children Boards (4LSCBs) believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of young people alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the young person. For older young people it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.
2. Involve the young person as far as possible in his or her own intimate care. Try to avoid doing things for a young person that s/he can do alone, and if a young person is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a young person's body. Support young people in doing all that they can themselves. If a young person is fully dependent on you, talk with her or him about what you are doing and give choices where possible.
3. Be responsive to a young person's reactions. It is appropriate to "check" your practice by asking the young person - particularly a young person you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there; "How does your parent do that?". If a young person expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a young person has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a young person's private parts rather than bare hands? Do you pull back a young person's foreskin as part of daily washing? Is care during menstruation consistent across different staff?

5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.
6. If you are concerned that during the intimate care of a young person:
  - You accidentally hurt the young person;
  - The young person seems sore or unusually tender in the genital area;
  - The young person appears to be sexually aroused by your actions;
  - The young person misunderstands or misinterprets something;
  - The young person has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the young person or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a young person's demeanor has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the young person to have a positive image of her or his own body. Confident, assertive young people who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a young person's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the young person's intimate care is important. As far as appropriate and keeping in mind the young person's age, routine care of a young person should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. The 4LSCBs recognise that young people who experience intimate care may be more vulnerable to abuse: -

- Young people with additional needs are sometimes taught to do as they are told to a greater degree than other young people. This can continue into later years. Young people who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The young person may come to believe they are passive and powerless
- Increased numbers of adult carers may increase the vulnerability of the young person, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the young person inappropriately

- Repeated “invasion” of body space for physical or medical care may result in the young person feeling ownership of their bodies has been taken from them
- Young people with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a young person who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive care.

