

 Farnborough College of Technology	Child Protection Policy & Procedures
Owner	Vice Principal Teaching, Learning and Completion
Approved by Corporation	N/A
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Farnborough College of Technology Child Protection Policy

Policy Statement

The College recognises its moral and statutory responsibility to safeguard and promote the welfare of all young people.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both young people and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned. The purpose of this policy is to provide staff and governors with the framework they need in order to keep young people safe and secure in the college and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure documents.

Definitions

Within this document:

Child Protection is an aspect of safeguarding, but is focused on how to respond to children who have been significantly harmed or are at risk of significant harm.

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 parents and governors.

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

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

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

Aims

- To provide staff with the framework to promote and safeguard the wellbeing of young people and in so doing ensure they meet their statutory responsibilities, including the duty to prevent young people from being radicalised and/or drawn into terrorism
- To ensure consistent good practice across the College.
- To demonstrate our commitment to protecting young people.

Principles and Values

- Young people have the right to be safe from any harm, to feel secure and cannot learn effectively unless they do so.
- All young people regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a young person is at risk of harm, either in the College or community, taking into account contextual safeguarding, in accordance with the guidance.
- The role of staff in preventing harm also includes the need to prevent young people from being radicalised and/or drawn into terrorism
- Working in partnership with other agencies protects young people and reduces risk and, therefore, the College will engage in partnership working throughout the child protection process to safeguard young people.
- Whilst the College will work openly with parents as far as possible, the College reserves the right to contact Children's Social Care or the police, without notifying parents if this is in a learner's best interests.

Leadership and Management

Staff anxiety around child protection can undermine good practice and so the College has established clear lines of accountability, training and advice to support the process and individual staff within that process. Any individual can contact the Designated Safeguarding Lead (DSL) or Deputy if they have concerns about a young person.

The DSL for the College is Rachael Jenkins (Vice Principal Teaching, Learning and Completion). The Deputy DSLs are the Assistant Principal's, Clive Hodge, Clair Bryan, Ian Graham and Clare Grimwood, Nicky Branson (Learner Services Manager) and Francesca Harrap (Business Manager – Aldershot Campus). Members of the Senior Management Team also act as Deputy DSLs. Safeguarding administration is Sarah Murphy (Quality and Safeguarding Administrative Officer). The Corporation Board of Governor (Nicholas Crippa) is nominated to receive reports of allegations against the Principal, should they arise, and act on the behalf of the governing body of the Corporation.

As an employer we follow safer recruitment guidance as set out in KCSiE (2022).

Training

Staff are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. All staff members will receive appropriate safeguarding and child protection training which is regularly updated throughout each academic year by online training programmes, staff meetings and staff training days. This includes training on the use of the on-line reporting safeguarding software 'MyConcern.' The Designated Safeguarding Lead and deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated at least every other year to enable them to fulfil their role.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole college training. This policy will be updated during the year to reflect any changes brought about by new guidance

Referral

MyConcern software is an on-line safeguarding reporting system which provides a safe and confidential method for reporting concerns from all areas of the college.

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Children's Social Care. If the DSL is not available the Deputy DSL or, in their absence, a member of the Senior Management Team must be contacted who will refer directly to Children's Social Care and the police if necessary.

The procedure for referral will apply equally where young people are considered to be at risk of significant harm from being radicalised and/or drawn into terrorism. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

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

Confidentiality

- All matters relating to child protection are to be treated as confidential and only shared as outlined in the 'Working Together' guidance.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the college who 'need to know'.
- All staff are aware that they cannot promise a young person to keep a disclosure confidential.

As a college we will educate pupils to recognise when they are at risk and how to get help when they need it through:

- The content of the tutorial curriculum and induction programme.
- A college ethos which helps young people to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- Every young person having access to a 'trusted adult'

Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the Associate Director of Human Resources who will inform the Principal, Virginia Barrett. An assessment will be made to determine if the matter is a 'low level concern' or an allegation. The Local Authority Designated Officer (LADO) will be contacted for all allegations and the relevant guidance will be followed.

If the allegation is against the Principal, the person receiving the allegation will contact the LADO or Chair of Governors directly. (Annex 6)

Dealing with allegations against learners

If a concern is raised that there is an allegation of a learner abusing another learner within the college, the 'Child on Child Abuse' guidance will be followed (Annex 7)

Legal context

Education Act 2002 - Section 175
Children Act 2004 & 1989

Guidance

Hampshire Safeguarding Children Partnership protocols and guidance and their procedures

[Working Together to Safeguard Children \(2018\)](#)

[Keeping Children Safe in Education \(2022\)](#)

[FGM Act 2003 Mandatory Reporting Guidance \(2016\)](#)

Policy review

This policy will be reviewed at least annually in line with DfE, HSCP and HCC and other relevant statutory guidance.

Date approved by governing body: November 2022 - To be reviewed following recent changes.

Date for review by governing body: November 2023

Related Policies and Procedures

Detailed policies & procedures in relation to key aspects of safeguarding can be found in the following documents:

- Anti-bullying policy (Learners)
- Bookworms Nursery Child Protection Guidelines
- Code of Conduct for College Staff
- Complaints Procedures
- Disclosure and Barring Service Policy and Procedure
- External Activities Guidance
- Guidelines on the Recruitment/Retention of Students with Criminal Convictions
- Health and Safety Policy & Procedures
- Prevent Strategy & Plan
- Safeguarding Policy
- Staff use of college computers, e-mail and internet policy
- Student use of college computers, e-mail and internet policy
- Substance Misuse Policy
- Visitors Policy

Roles and Responsibilities Within the College

Staff responsibilities

All staff have a key role to play in identifying concerns and in providing help for young people. To achieve this they will:

- Establish and maintain an environment where young people feel secure, are encouraged to talk and are listened to.
- Ensure young people know that there are staff in the college whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for young people to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Be aware that mental health problems can, in some cases, be an indicator that a young person has suffered, or is at risk of suffering abuse, neglect or exploitation.
- Recognise that abuse, neglect, or other adverse childhood experiences, can have an impact on the mental health, behavior and education of young people.
- Record their concerns if they are worried that a learner is being abused and report these via 'MyConcern' as soon as practical that day. Both DSL and Deputy will be informed.
- Be prepared to refer directly to Social Care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available. If the disclosure is an allegation against a member of staff they will follow the allegations' procedures (Annex 6).
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE.
- Support learners in line with their child protection plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL of any learner on a child protection plan who has unexplained absence.
- Have an understanding of 'Early Help', and be prepared to identify and support young people who may benefit from early help.
- Liaise with other agencies that support learners and provide early help.
- Ensure they know who the Designated Safeguarding Lead (DSL) and Deputy DSLs are and how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct procedures relating to the safeguarding response for young people who go missing from education and the role of DSL.

Senior Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- Provide a coordinated offer of early help when additional needs of young people are identified
- Ensure staff are alert to the various factors that can increase the need for early help (para 19 KCSiE 2022)
- Working with Children's Social Care, support their assessment and planning processes including the College's attendance at conferences and core group meetings

- Carry out tasks delegated by the Board of Governors such as training of staff, safer recruitment and maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the College
- Treat any information shared by staff or learners with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) Hampshire Safeguarding Children Partnership (HSCP) and Hampshire County Council (HCC)
- Determine if a concern about a member of staff is a 'low level concern' or an allegation.

Responsibilities of the Board of Governors

- Ensure that the College has effective safeguarding policies & procedures including a child protection policy, a staff code of conduct, a behaviour policy and a response to children who go missing from education.
- Ensure HSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- Ensure that recruitment, selection and induction follow safer recruitment practice including all appropriate checks
- Ensure that allegations against staff are dealt with by the Principal. Allegations against the Principal are dealt with by the Chair of Governors.
- Ensure that a member of the Senior Management Team is identified as the Designated Safeguarding Lead (DSL) and has this recorded in their job description
- Ensure that staff have been trained appropriately and this is updated in line with guidance
- Ensure that any safeguarding deficiencies or weaknesses are remedied without delay
- A nominated governor for safeguarding (Chair of the Corporation Board) is identified

DSL responsibilities

(to be read in conjunction with DSL role description in 'Keeping Children Safe in Education 2022')

The DSL for the college is Rachael Jenkins (Vice Principal Teaching, Learning and Completion.)

The deputy DSLs are Assistant Principals Clive Hodge, Clair Bryan, Ian Graham and Clare Grimwood, Nicky Branson (Learner Services Manager) and Francesca Harrap (Business Manager- Aldershot Campus).

In addition to the role of staff and senior management team the DSL will:

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Board of Governors in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole college training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities

knowledgeably.

- Ensure any members of staff joining the College outside of this training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely and separately from the main learner file and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred accordingly (separate from learner files) when a learner transfers college
- Ensure that where a learner transfers college and is on a child protection plan or is a child looked after, the information is passed to the new college immediately and that the learner's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or ongoing.
- Link with the HSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Develop, implement and review procedures that enable the identification and reporting of all cases, or suspected cases, of abuse
- Provide termly reports to the Corporation Finance & General Purposes Committee on safeguarding matters
- Meet any other expectations set out for DSL's in KCSiE 2022

Safeguarding Team

In addition to key responsibilities, the safeguarding team attend a weekly Safeguarding meeting.

Attendees are:

- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Leads (DDSLs)
- Safeguarding Administrator
- Family Liaison Officer

Together the team identify and discuss any children and young adults that are vulnerable. Following this, effective strategies are arranged to support each individual learner.

Farnborough College of Technology Child Protection Procedures

Overview

The following procedures apply to all staff working in the College and will be covered by training to enable staff to understand their role and responsibility. The aim of the procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a young person is being abused.

The prime concern at all stages must be the interests and safety of the learner. Where there is a conflict of interest between the learner and an adult, the interests of the learner must be paramount.

All staff are aware that those with disabilities, special needs, certain medical conditions or with language deficit/English as a second language may have more difficulty in communicating concerns or feelings. They may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in young people who have limited mobility, which will include children (for example younger siblings) visiting the site in addition to learners.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information through 'MyConcern'.
2. Report it to the DSL immediately via the on-line reporting system 'MyConcern.' If the concern requires immediate medical or legal help, phone the direct safeguarding line 01252 407373 or 01252407383 (Rachael Jenkins), 01252 407181 (Nicky Branson) or 01252 407635 (Clive Hodge).
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or Principal are not immediately available
4. Make an accurate record via 'MyConcern' (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in
 - Any injuries
 - Explanations given by the learner / adult
 - What action was taken
 - Any actual words or phrases used by the learner

Records must be signed and dated by the author or/equivalent on electronic based records.

5. In the absence of the DSL or their Deputy, be prepared to refer directly to Children's Social Care (and the Police if appropriate) if there is the potential for immediate significant harm

Following a report of concerns from a member of staff, the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral. The rationale for this decision should be recorded by the DSL and must be made to Children's Social Care and the police if it is in keeping with the National Police Chief's Council ["When to call the Police"](#) guidance. The rationale for this decision should be recorded by the DSL.
2. Normally the College should try to discuss any concerns about a learner's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the learner at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the young person's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The learner's views should also be taken into account.
3. If there are grounds to suspect a young person is suffering, or is likely to suffer significant harm they must contact Children's Social Care via the Inter-Agency Referral Form (IARF) (Hampshire only) making a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the learner's family

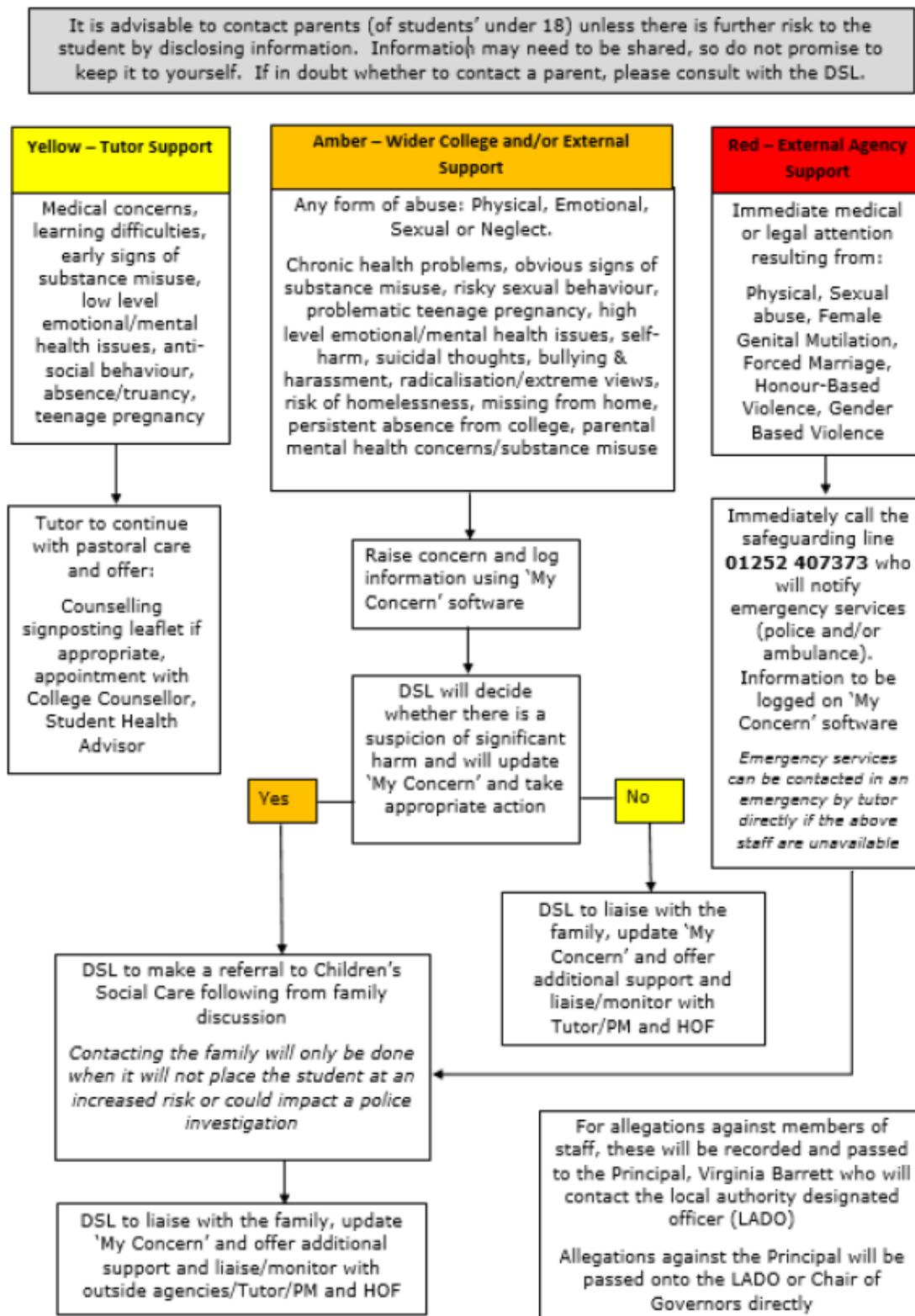
Referrals for other Local Authorities should be made by phone using the phone numbers in the contacts section.

If the DSL feels unsure about whether a referral is necessary they can phone Children's Reception Team (CRT) on 01329 225379 to discuss concerns.

4. If a young person is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.
5. When a learner needs urgent medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should take the young person to the accident and emergency unit at the nearest hospital, while Children's Social Care are informed. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a young person requires urgent hospital attention.
6. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.
7. In cases of allegations against staff or low level concerns, the HSCP procedure or the school Low Level Concerns (LLC) procedure will be followed.

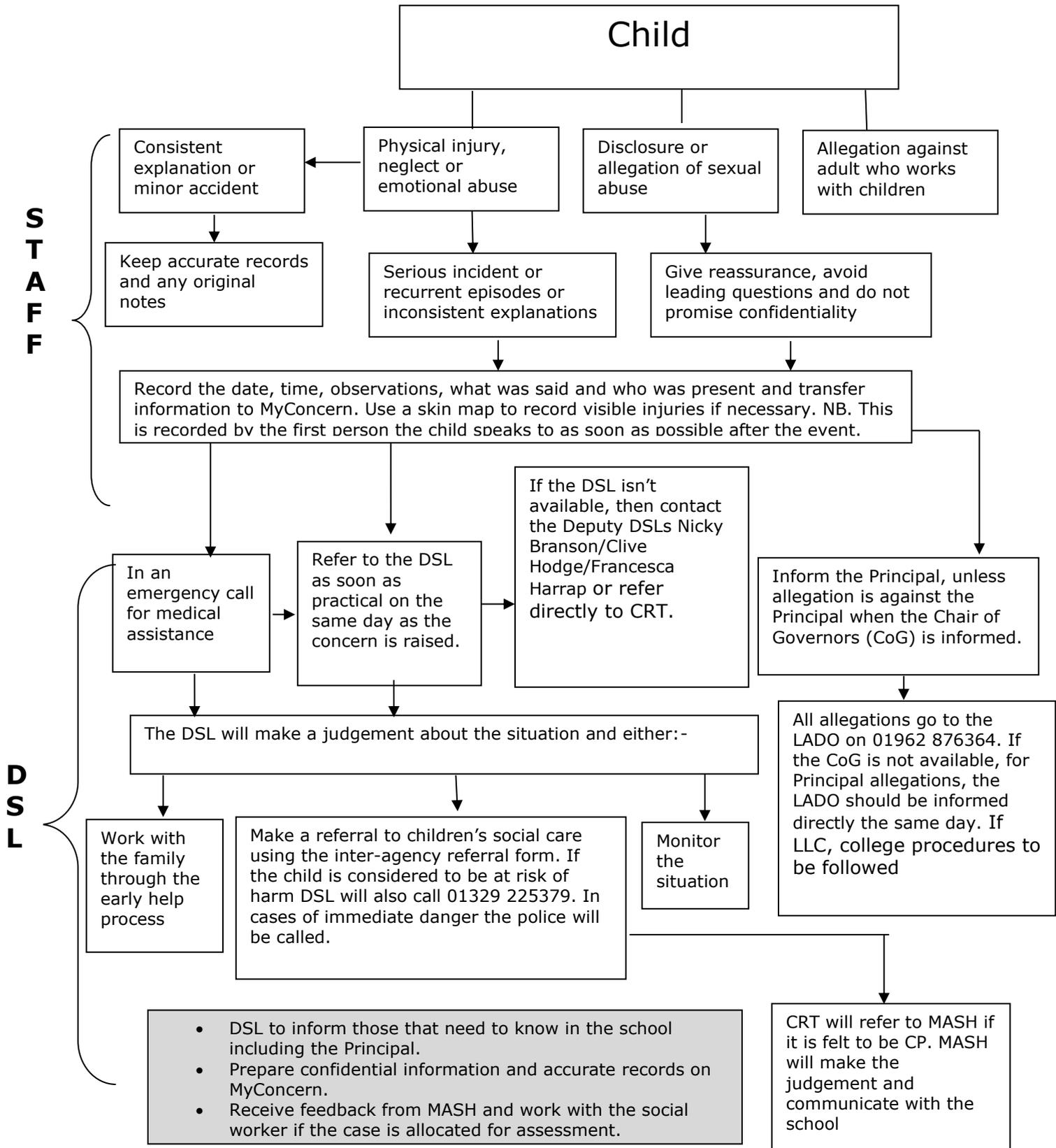
Annex 1

Flowchart of Procedure for Reporting Learner Safeguarding Concerns



Annex 2 HCC Flowchart for Child Reporting Procedures

DSL – Designated Safeguarding Lead
MASH – Multi Agency Safeguarding Hub
CRT – Children’s Reception Team
CP – Child Protection
LLC – Low level concern



* In the cases of known FGM, the teacher who was made aware will also make contact with the police

Annex 3 - Example of 'MyConcern' Safeguarding Reporting System

THE SAFEGUARDING COMPANY

My Establishments
Farnborough College of Technology [Report a Concern](#)

My Products & Services
Click to launch a product/service
[MyConcern](#)

You might also be interested in...
Click an icon to find out more

- [Confide](#)
- [Sentry](#)
- [User Management](#)
- [Clarity](#)
- [CPD Safeguarding Training](#)
- [Safeguarding Resources](#)
- [Transforming Safeguarding: The Book](#)
- [Mobile App](#)

MYCONCERN Farnborough College of Technology (8000002)

My Concerns | Dashboards | Profiles | Audit Trail | Resources | Admin | Reports | Help

Report a Concern

Name(s) of Student(s)
Please enter at least 3 characters to search

Please add the Student(s) who are the subject of this concern and add any other Student(s) you were associated to.

Concern Summary
e.g. Henry, Megan arrived at College this morning with a badly bruised right eye.

Send Concern to
Please Select a Notification Group

Concern Date/Time
DDMMYYYY HH:MM

Details of Concern
There is no need to repeat the Concern Summary.

Location of Incident
Not Applicable

Is this Concern urgent?

Action Taken

Attachment
Select File

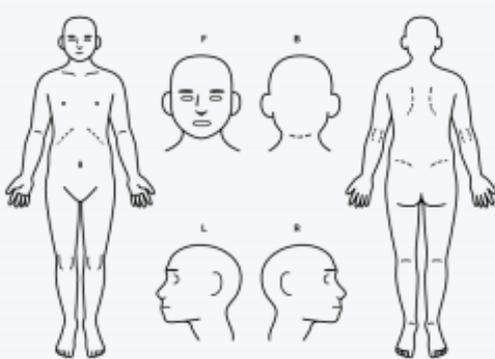
Please attach any media that is relevant to this concern.

[Submit Concern](#)

Annex 4 – Skin Map (example seen on 'MyConcern')

To begin, please click on the image to record the position of a mark.

Add Body Map



This Body Map will be attached to the Profile of the following person:

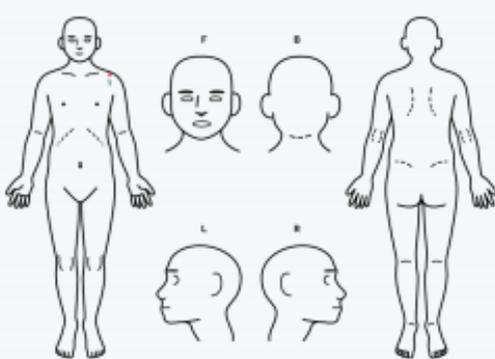
Aaron Williams | UFN: W623432081C, DOB: 19 Feb 1999

Body Map Annotation

Close Create Body Map

When you have finished writing a note, click on the image to record another mark, or click the 'Save Changes and Exit' button.

Add Body Map



This Body Map will be attached to the Profile of the following person:

Aaron Williams | UFN: W623432081C, DOB: 19 Feb 1999

Body Map Annotation

1. Description

Aaron has a bruise on his left shoulder

Remove

Close Create Body Map

Annex 5 - Dealing with Disclosures

All staff should:

A member of staff who is approached by a young person should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the young person or other young people safe. The degree of confidentiality should always be governed by the need to protect the young person.

Additional consideration needs to be given to young people with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the College premises at the time and have concerns about sending a young person home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the learner, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the learner only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the young person's) in any later prosecution in court
- Do not criticise the alleged perpetrator; the learner may care about him/her, and reconciliation may be possible
- Do not ask the learner to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the learner that it will be a senior member of staff

Report

- Share concerns with the Designated Safeguarding Lead or deputy as soon as possible via 'MyConcern' and telephone

- If you are not able to contact your Designated Safeguarding Lead or deputy, and the young person is at risk of immediate harm, contact the Children's Services department directly

Record

- If possible, make some very brief notes at the time, and report the information through MyConcern as soon as possible
- Any handwritten notes can be scanned and uploaded onto MyConcern
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the learner. If the learner uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map on MyConcern to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the young person: listen, reassure, and be available
- Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the young person?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. This update will be completed through 'MyConcern' where the member of staff will receive email notification. If they do not receive this information they should be proactive in seeking it out.

If a staff member believes that their concerns have not been referred on or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rational appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed. If the DSL is unhappy with the response from Children Social Care, they should consider following the HSCP escalation protocol.

Receiving a disclosure can be upsetting for the member of staff and colleges should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Annex 6

Allegations Against Adults Who Work with Children

Working Together to Safeguard Children (2018) states that organisations should have clear policies for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE should be reported to the Local Authority Designated Officer. Complaints or concerns can be managed independently by the College under internal procedures.

Complaints could include: -

- Breaches of the Code of Conduct
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include: -

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Lower level concerns LLC's which do not reach the allegations harm threshold (or complaints criteria) should be dealt with under a college LLC procedure.

Procedure for Allegations that meet the harm threshold.

This procedure should be used in all cases in which it is alleged a member of staff, temporary staff, volunteer, Governor, or any other adult who works in a college has either:

- 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; or
- behaved towards a young person or young people in a way that indicates he or she would pose a risk of harm to young people
- behaved or may have behaved in a way that indicates they may not be suitable to work with young people

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate crime;
- Concerns about behavior in their private lives which may impact on Young people

In any of these situations the LADO criteria for intervention will be assessed against the likelihood and impact of transferable risk to young people.

In line with our referral process:

- Staff will report any concerns about the conduct of any member of staff, temporary staff or volunteer to the Associate Director of Human Resources, who will notify the Principal as soon as possible.
- If an allegation is made against The Principal, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly. In the event that an allegation is made against the Associate Director of Human Resources, the concern should be raised directly to the Principal.
- There may be situations when the Principal or Chair of Governors will want to involve the police immediately, if the person is deemed to be an immediate risk to a young person or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Principal or nominated governor they will contact the LADO on 01962 876364 or child.protection@hants.gov.uk as soon as possible and before carrying out any investigation into the allegation.
- Inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the College will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.

When receiving information from outside agencies about college staff, the LADO will assess the potential for transferable risk, and make a disclosure to the College where there is the likelihood of transferable risk to young people and there is a pressing need.

If the matter is investigated internally, the LADO will advise the College to seek guidance from Human Resources in following procedures set out in Chapter 4 of 'Keeping Children Safe in Education' (2022) and the HSCP procedures.

Temporary Staff

While temporary staff are not employees of the college, it is still required that the school report the allegation to the LADO. If the matter requires an internal investigation, this will be carried out by the college in liaison with Human Resources acting as the employer) from the temporary agency.

Lower Level Concerns (LLCs)

The LLC policy is part of the whole college approach to safeguarding. The purpose of the policy is to encourage an open and transparent culture, which enables the College to identify concerning, problematic or inappropriate behaviour at an early stage. It should also empower staff to share LLCs with the DSL. LLCs will be managed independently by the college under internal procedures.

Examples of LLCs include, but is not limited to: -_

- being over friendly with young people;
- having favourites;
- taking photographs of young people on their mobile phone;
- engaging with a young person on a one-to-one basis in a secluded area or behind a closed door;
or,
- using inappropriate sexualised, intimidating or offensive language.

The LLC procedure will:-

- Ensure that staff are clear about what constitutes appropriate behaviour, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- Empower staff to share any low-level safeguarding concerns with the DSL
- Address unprofessional behaviour and support the individual to correct this at an early stage.
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Help identify any weakness in the colleges safeguarding system.

In line with the LLC procedure:-

- All LLCs will be shared responsibly with the DSL, recorded in writing and dealt with in an appropriate and timely manner.
- All LLCs will be reviewed, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- If LLCs are found to be escalating and are reaching the harm threshold, A referral will be made to the LADO.

If there is any doubt about the level at which behaviour needs to be addressed, LADO advice will be taken.

Annex 7

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (Child on Child Abuse)

Context

This procedure is about how staff should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of college premises, and or online. All staff are advised to maintain an attitude of "It could happen here". Colleges not recognising, acknowledging or understanding the scale of harassment and abuse, and /or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in a worst case scenario a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult learners and College staff are supported and protected as appropriate.

Policy

We believe that all young people have a right to attend college and learn in a safe environment. Young people should be free from harm by adults in the College and other young people. We recognise that young people are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2022). This policy is underpinned by the principal that there is a zero-tolerance approach to sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Prevention:

As a college we will minimise the risk of allegations against other learners by:

- Taking a whole college approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the College's behaviour policy and pastoral support system. This includes a planned programme of evidence based content delivered through the tutorial curriculum, which develops learners understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any learner to raise concerns with staff, knowing that they will be listened to, believed and valued
- Developing robust risk assessments & providing targeted work for learners identified as being a potential risk to other learners.
- Engaging with specialist support and interventions.

Responding to reports of sexual violence and sexual harassment:

- Young People making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- Understanding that our initial response to a report from a young person is incredibly important and can encourage or undermine the confidence of victims of sexual violence and harassment to report or to come forward in the future.
- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a young person is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01329 225379).

Risk Assessment:-

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any disciplinary action.
- All other learners at the college.
- The victim and the alleged perpetrator sharing classes and space at college.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the College's approach to supporting and protecting learners.

Action: The DSL will consider:-

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the young people involved.
- Developmental stages including young people with EHCP's or additional learning needs.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options: The DSL will manage the report with the following options: -

- Manage internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

Ongoing Response:

- **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.
- The DSL will keep the risk assessment under review.
- The DSL will manage each report on a case by case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on college premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the College will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same college would seriously harm the education or welfare of the victim (and potentially other pupils or learners).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the College will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the College, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (young people & adults) will receive appropriate support and safeguards on a case-by-case basis.
- When ongoing support is required by the victim, the victim should be asked whether they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult should be made by the victims (as far as reasonably possible) and this choice should be supported.

- The College will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools.
- The college recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Unsubstantiated, unfounded, false, or malicious reports

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the young person who has made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Examples of peer on peer safeguarding issues that can be in person or online could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults, including rape
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other young people to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited young people, staying out overnight)
- Creating and sharing sexually explicit images
- Photographing or videoing young people performing indecent acts

Physical Abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from learners to learners can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References: –
KCSiE (DfE 2022)

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between young people can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children or young people of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case-by-case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the young person;
- Any disability or special needs of the young person;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the young person that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation;
- There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

From The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

Annex 8

Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

(This template is offered as a framework and should be seen as a starting point for development to fit your school's individual context. Each reported incident should be managed on a case-by-case basis)

EXAMPLE assessment

Presenting behaviours	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
<p>Behaviour: Forcing other young people to engage in sexual activity. Subject is a male young person. A female young person has been taken into the toilets. Subject has exposed himself, grabbed the female by the wrist and forced her to touch his genitals.</p> <p>Subject is under the age of criminal responsibility. Subject has no known CP history There have been no previous concerns about the Subject.</p>	All learners in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key members of staff with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times. Subject will be escorted to the toilet.	DSL Staff AB, CD & EF ELSA	From Immediate effect	✓01/02/2020. Increased monitoring & toilet supervision in place
	Other young people within the community	Subject's parents Informed re: Incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for <ul style="list-style-type: none"> • Referral to CAMHS • Increased monitoring & toilet. supervisor • Keep safe work. 	DSL	01/02/20	✓01/02/20 Contract of agreement has been signed by the parents to include increased. monitoring, toilet supervision and keep safe work.
		Referral to Children's social care	DSL	01/02/20	✓01/02/20 Children & Family Assessment to be completed by CAST
		Victims parents informed, and young person's views gained. Young person offered keep safe work.	DSL	01/02/20	✓Parents are satisfied with the school's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	02/02/20	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before

Presenting behaviours	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
		Safeguarding measures to be reviewed.	DSL & Key Staff members	09/02/20	No additional concerns raised. ACTION - Review plan again in one weeks time
		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2020	OUTSTANDING Work planned and due to be delivered w/c 16/02
	Community Impact Assessment LOW The parents of the Subject and the victim are satisfied that the school is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.	DSL and SMT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2020	
	Media Media and communication team to be informed if community impact assessment risk increases	SMT to contact HCC communication team if required. Monitor during term	SLT	05/04/2020	
	Information Sharing. All information sharing has been completed in line with the school's CP and GDPR policies.	Relevant information to be recorded on each young persons CP file as required.			
	Social Media There are no currents risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key staff	05/04/2020	

Annex 9 - Online Safety

As a college it is essential that we safeguard young people from potentially harmful and inappropriate online material.

A comprehensive approach to online safety empowers staff to protect and educate, learners, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- Internal systems monitor safe and appropriate internet use onsite and on external college laptops
- Concerns identified are escalated to the DSL and recorded on MyConcern
- Programme Managers and staff will investigate and speak to the young person and parents (if appropriate)
- Concerns may be escalated to Children's Social Care if necessary, and consideration will be given to using the National Prevent Referral Form
- Online safety concerns can be raised by learners via the Child Exploitation Online Protection (CEOP) command button on the College website or in person to a member of staff

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. If we feel pupils, learners or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures.

We will consider how online safety is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the designated safeguarding lead as well as discussions with parents.

Annex 10

Whistleblowing

While the College has a separate Public Interest Disclosure (whistleblowing) Policy, this is a summary sheet that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the Public Interest Disclosure Policy and should be read in conjunction with the College policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within Farnborough College of Technology, the Principal Virginia Barrett is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the Principal aware.

If your concern is about the Principal then you would raise this with the Chair of Governors by emailing Caroline Gillam c.gillam@farn-ct.ac.uk

If you would prefer to raise your concerns outside of the College then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations or make contact with Hampshire County Council.

If you believe that a member of the College staff is harming a young person (an allegation) and this has been reported to the Principal and no action has been taken, or the member of staff you have concerns about is the Principal, then you are able to contact the Local Authority Designated Officers (LADOs) on 01962 876364 or child.protection@hants.gov.uk If you believe that a young person is being abused by individuals outside of the school, then you are able to make a referral to Childrens Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours)

Annex 11 -Briefing sheet for temporary staff (Agency/cover staff and contractors)

While working in Farnborough College of Technology, you have a duty of care towards the young people/learners here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time, you have a concern about a young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the College **Designated Safeguarding Lead (DSL), who is Rachael Jenkins** (Vice Principal Teaching, Learning & Completion)) or the Deputy DSLs, Assistant Principals, Clive Hodge, Clair Bryan, Ian Graham and Clare Grimwood, Nicky Branson (Learner Services Manager) or Francesca Harrap (Business Manager – Aldershot Campus). The DSL/DDSLs can be contacted via the online reporting system 'MyConcern' or through the direct safeguarding line 01252 407373. Alternatively, 01252 407383 (Rachael Jenkins), 01252 407181 (Nicky Branson) or 01252 407635 (Clive Hodge). This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a young person
- a young person telling you that they have been subjected to some form of abuse
- observing adult behavior that leads you to be concerned about their suitability to work with young people.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible and no longer than 24 hours later. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the young person has been led in any way.

If a young person talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the young person, just listen and be supportive
- Never stop a young person who is freely recalling significant events, but don't push the young person to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the Designated Safeguarding Lead (DSL), who should contact Children's Social Care if appropriate

The College has a policy on safeguarding young people which you can find, together with the local procedures to be followed by all staff, on the College intranet.

If your concern involves the DSL or a member of the senior staff, contact the LADO on 01962 847364 or the NSPCC whistleblowing line on 0800 028 0285

Remember, if you have a concern, report it..

Annex 12 - What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that young people can also be abused by being sexually exploited, through honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Hampshire Safeguarding Children Partnership (HSCP) threshold chart.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or young people.

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.

Emotional abuse

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

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people 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 young people.

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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The HSCP neglect strategy is used to provide a more detailed summary of neglect and the local thresholds for referrals.

Indicators of abuse

Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to college in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if You're Worried a Child is Being Abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns college staff have should at least be discussed with the designated person/child protection coordinator.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The HSBC neglect strategy provides a more detailed list of indicators of neglect and is available to all staff.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from college or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional Abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues:

- Delays in physical, mental and emotional development
- Poor college performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away

- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at college, leaving late

Social issues:

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 4) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the college.

Indicators of physical abuse / factors that should increase concern:

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears –the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite mark
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, and cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the young person
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in college, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a safeguarding category of sexual abuse. Indicators of CSE can be found in the college's safeguarding policy.

Characteristics of sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse:

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching

- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in college performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at college, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Annex 13 Useful contacts

Key Personnel	Name (s)	Telephone No.
Safeguarding Line	DSLs	01252 407373 safe@farn-ct.ac.uk
DSL	Rachael Jenkins	01252 407383
Deputy DSL(s)	Clive Hodge Nicky Branson Francesca Harrap Clair Bryan Ian Graham Clare Grimwood	01252 407635 01252 407181 01252 407619 01252 407208 01252 407359 01252 407296
College's named "Prevent" lead	Rachael Jenkins	01252 407383
College's named Mental Health Lead	Matthew Wilkie	01252 407021
Nominated governor / chair of governors	Nicholas Crippa	Clerk to Corporation, 01252 407334
Children's Reception Team (CRT) MASH	Hampshire Surrey Bracknell Forest	01329 225379 <i>(referral's for Hampshire to be submitted online using a IARF)</i> Inter agency referral form 0300 470 9100 01344 352005
Out of hours Social Care	Hampshire Surrey Bracknell Forest	0300 555 1373 01483 517898 01344 352000
Police	Hampshire/Surrey	101 or in emergencies 999
Safeguarding advisors / local authority designated officers (LADOs)	Barbara Piddington Mark Blackwell Fiona Armfield	HCC Safeguarding Unit 01962 876364 Child.protection@hants.gov
Student Health Advisor		01252 407067