

Safeguarding and Protecting Children and Adults at Risk Policy and Procedures

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Revision	Notes
March 2018	To include Fitness to Study and Criminal Conviction processes Clarification on reporting concerns regarding members of staff
January 2019	To update Safeguarding Team, align with KCSIE 2018, revise referral mechanism for staff, revised FtS process and new procedure for parental contacts and for visitors
March 2020	Minor updates to Safeguarding Team and contact list. Update on page 14 regarding phones and social media.
June 2020	Changes to Safeguarding referral procedures (p10) to cover temporary safeguarding arrangements (currently due to covid-19), changes to special safeguarding arrangements due to covid-19 (page 20), clarification on training requirements for SLT and Governors. References to 2018 guidance removed. Further additional to guidance on viewing mobile phones in urgent Safeguarding situations (page 14).
July 2021	Updated policy in line with Keeping Children Safe in Education (2021), including minor changes to understanding Part 1, staff and governors duties, added section on sexual harassment and definition, renting premises, note on pre-16 Safeguarding, updated definition of domestic abuse. Removed 'helpful' numbers as kept up to date by Well-being team and via internet search when needed.

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Safeguarding and Protecting Children and Adults at Risk Policy

Introduction

At Sir George Monoux Sixth Form College, we fully recognise our responsibility for the safeguarding and protection of young people and adults at risk who are students of the College, and for promoting their welfare. We aim to create and maintain a safe environment for all students, staff, volunteers and visitors, ensuring:

- All staff are aware of their legal duty to facilitate and promote a culture whereby safety and well-being are paramount, and concerns are appropriately shared and acted on.
- All students are empowered through the fostering of “positive behaviours” in the Monoux Student, as expressed, for example, through Induction, Entry Periods, Talent Lab, Assemblies and the Monoux Passport to share concerns about themselves and their peers, with staff.
- Every opportunity is taken to represent and share our core values with students as expressed through the Monoux Student framework

Application

This policy applies to all governors, staff, agency staff, contractors, visitors and volunteers working for or within the College.

Definitions

For the purposes of this policy:

- i) A ‘child’ is someone who has not yet reached their 18th birthday
- ii) An ‘Adult at Risk’ is any person over the age of 18 “who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation because of mental or other disability, age or illness.”
- iii) ‘Staff’ means all employees, full-time or fractional and all agency, franchise, contract and volunteer staff working at or for the College;
- iv) The term ‘student’ is used in this policy to refer to anyone who is under the age of 18 or who meets the definition of an adult at risk.
- v) The acronym DMoS (Designated Members of Staff) is used to describe members of staff who are trained to manage safeguarding/Child protection disclosures.

Legislative Context and framework

'*Keeping Children Safe in Education (2021)*' is the key statutory document for safeguarding in schools and colleges and forms the basis for this policy. It should be read alongside '*Part 1 – Information for all school and College staff*'

Purpose and Aims of the Policy

The purpose of this policy is to:

- Raise the awareness of all staff to safeguard students by identifying concerns and reporting them as a matter of priority;
- Provide a framework to support staff in identifying concerns that a student may be suffering or at risk of suffering harm or abuse thereby enabling them to report those concerns without delay;
- Provide a clear procedure within the College which is accessible to all staff when there are concerns about a student;
- Ensure that all adults working with students in the College community have undergone appropriate safer recruitment vetting and checks as to their suitability to work with students in line with Department for Education (DfE) and the London Borough of Waltham Forest Safer Recruitment Guidance, as well as "*Keeping Children Safe in Education (2021)*";
- Ensure that procedures are followed where an allegation is made against a member of staff or volunteer with the involvement of the Local Authority Designated Officers (LADO);
- To support children and adults at risk in ways that will foster security, confidence and independence and to promote this through the curriculum and culture of the College.

Roles and Responsibilities of Staff

The Governing Body of Sir George Monoux College holds responsibility for ensuring that the safety of the students in this College is of paramount importance at all times. The Governing Body takes seriously its statutory responsibility to do so and recognises that all staff working with students have a full and active part to play in protecting them from harm. Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the College, the day to day operational responsibility rests with the Principal.

Safeguarding Governor

Training requirements

To be familiar with LA guidance and policy relating to Safeguarding and Prevent and associated issues, and to attend training for nominated Safeguarding and Prevent governors at least every three years.

Duties

The Safeguarding Governor should not be a parent governor or teacher governor as this could lead to them being compromised.

- To ensure that the Governing Body puts in place a suitable Safeguarding and Child Protection Policy and associated procedures.
- To champion safeguarding and child protection issues within the college.
- To encourage other members of the governing body to develop their understanding of their overall responsibilities with regard to Safeguarding/PREVENT and assist them to perform their functions in respect of Safeguarding Children and Young People.
- To contribute to ensuring any deficiencies in the college's safeguarding practices are addressed which may be brought to Governors' attention by a member of staff, a parent, an officer of the Authority or from any other source.
- To meet regularly with the senior member of the college's leadership team who is the designated person for safeguarding and PREVENT in order to monitor the effectiveness of the Safeguarding and Child Protection policy. It is recommended that this is at least a termly meeting.
- To ensure that the governing body receives an annual report on the implementation of the college's Safeguarding/PREVENT policy and procedures including:
 1. Arrangements for ensuring that the college's safeguarding and child protection policy is communicated to, and implemented by, all staff.
 2. Ensuring that the designated member of staff with lead responsibility for Safeguarding and Child Protection is part of the college's leadership

- team, and has sufficient time and resources at his /her disposal to carry out his / her duties effectively.
3. Ensuring that a deputy designated staff member for safeguarding and child protection is identified.
 4. Ensuring that the Safeguarding and Prevent Operational Manager (Well-being and Support Manager) receives training every two years and attends safeguarding CPD.

All Governors

Training requirements

To receive Safeguarding and Prevent refresher training every two years, and/or a Safeguarding Induction within six months of appointment as a Governor.

Duties

- To be familiar with key aspects regarding Safeguarding at the college and Keeping Children Safe in Education (2021)
- To consider the annual safeguarding report and approve updates to the Safeguarding Policy
- To ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities

The Principal

Training requirements

To be familiar with national and local guidance and policy relating to Safeguarding and Prevent and associated issues.

Duties

The Principal is responsible for ensuring that the Safeguarding Policy and Procedures around Safeguarding are all linked and adopted by the Governing Body and are fully implemented and followed by all staff.

- Allocates sufficient resources and time to designated staff to enable them to fully discharge their safeguarding and child protection responsibilities. This will include attendance at strategy discussions, child protection conferences and other inter-agency meetings and to contribute fully to the assessment of students.
- Responsible for ensuring that all staff feel able to raise concerns about poor or unsafe practice regarding students, and that concerns will be addressed sensitively and in a timely manner.
- Ensures student safety and welfare is addressed through the curriculum.

Designated Safeguarding Lead (Vice Principal – Student Services and Recruitment)

Training requirements

To be familiar with national and local guidance and policy relating to Safeguarding and Prevent and associated issues, and to attend Designated Safeguarding Officer training at least once every three years. Engage in an appropriate programme of CPD to maintain expertise in Safeguarding and Prevent.

Duties

- Manages the college's strategic aims and procedures around Safeguarding, Child Protection and PREVENT as contained in 'Prevent Duty Guidance: for Further Education Institutions in England and Wales (2021)';
- Develops partnerships with local Safeguarding partners
- Has overall responsibility for Safeguarding, Child Protection and PREVENT, which includes policy, quality monitoring and data analysis;
- Updates the SLT regarding legislative changes that are likely to impact the college's policies and practices, and ensures that all staff adhere to the College's policy in line with statutory guidance;
- Has responsibility for the management of allegations made against staff and whistleblowing and carries out legal duties in accordance with the DfE guidance 'Keeping Children Safe in Education (2021)';
- Ensures student safety and welfare is addressed through the curriculum.

Safeguarding and Prevent Operational Manager (Well-being and Support Manager)

Training requirements

To be familiar with national and local guidance and policy relating to Safeguarding and Prevent and associated issues, and to attend Designated Safeguarding Officer training at least every two years. Engage in an appropriate programme of CPD to maintain expertise in Safeguarding and Prevent.

Duties

- Ensures that all staff receive appropriate safeguarding and Prevent training to ensure that they are up to date with current legislation, policy and practice.
- Maintains and updates child protection and safeguarding policies and procedures;
- Ensures that there is a system for monitoring and recording concerns about students at an early stage;
- Oversees referrals to Children's Social Care for the borough in which the child is resident and seeks advice and guidance on these matters when appropriate;
- Attends and provides reports to partner agencies supporting the child or at risk adult;
- Monitors the attendance and progress of students who are the subject to plans and/or are "Looked After";
- Informs Social Care of any proposed academic related changes for a child who is subject to a protection plan and alerting them if a child who is subject to a protection plan is absent from College without reasonable justification;
- Ensures that relevant information about students is shared with staff on a 'need to know' basis;
- Ensures that students, parents/carers have access to the College's safeguarding policies and procedures;
- Has a working knowledge of the role and function of the Waltham Forest Safeguarding Partners;
- Make appropriate referrals to Channel with the support of Local PREVENT lead.

Designated Members of Staff for Safeguarding (DMoS)

Training requirements

To attend Designated Safeguarding Officer training at least every two years, alongside an appropriate programme of CPD identified by the Well-being and Support manager. New staff, or those that require further support, will be closely supervised for a period of time deemed appropriate by the Well-being manager.

Designated Members of Staff are responsible for:

- Listening to concerns of staff around possible abuse;
- Ensuring that disclosures are appropriately communicated on Pro-Monitor and any other documentation (for example, external referral forms)
- Receiving and taking appropriate action when disclosures are made
- Logging action taken and referring to statutory agencies where relevant;
- Reassuring students of all action that will need to be taken and sensitively explaining reasons for the decided action;
- Feedback and discuss cases with the Student Well-being and Support Manager.
- DMoS may also be requested by the Student Well-being and Support Manager to attend and represent the team at appropriate and relevant WFSCB training and Safeguarding Conferences.

The Role of all Staff

Training requirements

To receive Safeguarding and Prevent refresher training every two years, and/or a Safeguarding Induction within six months of appointment

Duties

- All staff have a responsibility to read and understand 'Part 1' of Keeping Children Safe in Education
- All staff have responsibilities to promote the welfare of students, as appropriate to their role
- All staff have a duty to report all concerns regarding students directly to a Designated Member of Staff for Safeguarding. It is not the role nor responsibility of staff to assess, diagnose or investigate whether a student is at risk of or is suffering harm or abuse. However, it is the responsibility of all staff to report any concerns about a student to a DMoS as a matter of priority. If in the unlikely event that there isn't a Designated Member of Staff available, concerns should be raised with the Safeguarding and Prevent Operational Manager, the Designated Safeguarding Lead or a member of SLT. (see *Glossary – Specific Safeguarding Issues for support in identifying concerns*).
- No one in the College can guarantee confidentiality to a student and must make it clear that information will be shared if there are concerns about the welfare of a student, even if they do not consent to the sharing of information.
- Concerns should be logged by staff as soon as is practically possible by finding a DMoS for a face to face discussion, by telephoning them or visiting Room 37. Ideally this would be the DMoS who is the student's personal mentor, but any DMoS can receive a referral for any student. The DMoS may then ask the referring member of staff to write up the concern via email or insert a comment on Pro-Monitor. In non-urgent Safeguarding situations, teaching staff may also insert a Confidential Comment into Pro-Monitor.

Note, in emergency situations any member of staff should call 999 for emergency services. If you feel that a student should not leave site as they may be unsafe, take them directly to either Rm 37 or the Principalship and inform the Campus Officers.

- In the event that the college is operating a significant percentage of its delivery online, staff will receive communication that an alternative referral mechanism for referrals will be in place. This will be regularly reviewed, and clearly communicated to staff. The most likely mechanism will be that:

- If a student, parent or staff member has a safeguarding concern they should email info@sgmc.ac.uk detailing the concern. If all delivery is occurring off-site (i.e. remotely and online), the SIC team will, in the first instance, call the Personal Mentor for that pathway to notify them of the concern and forward the email. If the Personal Mentor is unavailable they will call (in this order) – Safeguarding and Well-being Manager, Vice Principal, Student Services, Vice Principal – Curriculum, Curriculum Directors, Principal.
- If the college is operating a mixed model of remote/face to face delivery, a Safeguarding Officer or senior manager will be on site and a rota provided to SIC. A decision will be made by SLT and a clear message to staff detailing the referral mechanisms. This will either be the referral mechanism detailed above (i.e. via SIC) or the standard referral mechanisms, depending on the level of online delivery and staff presence on site.
- If staff members have a Safeguarding Concern about another other staff member or volunteer, this must be reported to a member of Senior Leadership Team. If an allegation is made against you, you must also report it, even if you know it to be false. This can be via email, phone or face to face. If staff members have a Safeguarding concern about a member of Senior Leadership Team or Governors, these should be reported to the Safeguarding Governor, or the Chair of Governors. The Safeguarding Governor is currently Maureen Lewin and she can be contacted at m.lewin@sky.com. The Chair of Governors is currently Alan Wells and he can be contacted on alanwells2912@gmail.com

Allegations made against College staff and volunteers will be dealt with according to the process laid out in 'Keeping Children Safe in Education (2021)'. The Principal or the Chair of the Governing body (if it is an allegation about the Principal) will work with the LADO to confirm the details of individual cases and to reach a decision on the way forward in each case, in conjunction with Children's Social Care and the Police Child Abuse Investigation Team. College staff will not investigate cases of suspected abuse themselves. The College will co-operate fully with the Police and Children's Social Care.

Current Safeguarding Team
(accurate on 09/07/2021)

Vice Principal
SLT Lead for Safeguarding

James Gould
(3486)

Support and Well-being
Manager
Operational Lead for
Safeguarding

Jonathan Service
(2445)

Team of Personal
Mentors

On Staff
Dashboard

Special Safeguarding Arrangements

Safeguarding Training for College Staff

Initial training for staff will ensure that:

- All staff receive updates and/or training on relevant Safeguarding/PREVENT matters at least annually, taking into account Specific Safeguarding Issues dependent on needs and trends. Refresher training for staff will take place at least every two years.
- All staff are given a copy of DfE guidance 'Keeping Children Safe in Education (2021) – part 1' and must sign to say they have read, understand it and will adhere to it, have access to the college's Safeguarding policy, and have read, understood and signed the Staff Code of Conduct;
- All staff as part of their Safeguarding/PREVENT training will have the key points of the document explained and highlighted to ensure that staff understand that they have a legal duty to safeguard the welfare of students, and are able to implement their legal duties according to this policy and DfE guidance;
- All staff are able to recognise possible signs and indicators of abuse in students, particularly if the students are adults at risk or have special educational needs or disabilities;
- All staff know to whom they should report any concern about a student's welfare and wellbeing;
- All staff are aware of how to manage a disclosure from a student in order to promote the best outcomes for that student;
- All staff are aware of the importance of keeping detailed and accurate written records of any concerns about a student;
- All staff are aware of the boundaries of confidentiality and disclosure and understand when the disclosure of confidential information would be a proportional response to the need to safeguard a student;
- All staff understand that they have a duty to safeguard the welfare of students.
- A central record of staff training is held.

Safer Recruitment and Staff Appointments

Safe recruitment and selection practice is vital in safeguarding and protecting students. The Governing Body recognises and takes seriously its responsibility to adopt practice which minimises risk to the students by ensuring that measures are in place to deter, reject or identify people who might abuse students or who are unsuitable to work with them.

In accordance with this, the College makes appropriate checks on new staff, volunteers and helpers and bears in mind the safety of students when drawing up job descriptions and person specifications, advertising posts, calling for and scrutinising references and picking up on gaps in employment history and carrying out enhanced DBS and professional checks and verifications of qualifications and identity.

Applicants will be scrutinised by:

- Verifying identity and academic or vocational qualifications;
- Obtaining two written professional references;
- Checking previous employment history;
- Carrying out mandatory checks of List 99 or through the Vetting and Barring Scheme and ISA registration;
- Undertaking appropriate DBS checks;
- Conducting interviews with applicants;
- Ensuring that candidates have the health and physical capacity to undertake the job for which they are applying;
- Undertaking risk assessments where it is appropriate and necessary to do so.

Safeguarding of Students on Work Experience

As a college organising work experience placements, the Careers and Employability Team ensure that policies and procedures are in place to protect students from harm.

- Prior to a student undertaking work experience, a health and safety check and risk assessment will be carried out. Particular consideration will be given to cases when the person providing the supervision will be unsupervised;
- If the activity undertaken by the student on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the student is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the student in question. In such cases, the College will ensure that the DBS check is undertaken. DBS checks cannot be requested for children/young people under the age of 16;
- Employers will be issued with an 'Employers' Guide to Work Experience' so they are aware of their responsibilities in relation to Safeguarding/PREVENT and the protection of children and adults at risk;
- Should a safeguarding issue be raised before, during or after the placement this should be reported to the Safeguarding Team.

Safe use of Online Technology

To ensure that our students are given the opportunity to use college computers/IT systems safely and are protected from websites or social media platforms that may open the avenue for potential safeguarding concerns (such as online grooming, online bullying, extremist misrepresentations etc.), the college has taken the necessary precautions:

- The use of online safety software, which recognises the possibility of welfare/safeguarding concerns and informs key staff via a daily emailed report.
- All students and staff will read and sign a "computer user agreement" which will include advice and guidance on safe and appropriate use of online systems.
- Sessions for students on the topic of "Online Safety".
- In situations where there deemed to be a risk of an urgent Safeguarding incident where there is an imminent risk of harm towards other students, senior managers may request students to show their mobile phones and recent social media exchanges in order to prevent further escalation. Ideally, there should be at least two staff members present for this. A summary of the content that has been viewed should be included as a

confidential comment on Pro-Monitor with all members of staff who have viewed the device confirming this is an accurate record.

- Guidance is given to teaching staff and students about appropriate behaviour and precautions for online teaching and learning.

Extended Services and Activities

The Senior Leadership Team of the College is responsible for controlling the use of College premises both during and outside College hours. Where services are provided directly under the supervision and management of the College, the College's safeguarding policies and procedures will apply.

Where activities and services are provided separately, the Senior Leadership Team will seek assurances that the body concerned has appropriate safeguarding/PREVENT policies and procedures in place and that there are agreed arrangements to liaise with the College on these matters where appropriate. The Senior Leadership Team will only work with providers that can demonstrate that they have effective safeguarding/PREVENT policies and procedures in place, provide appropriate training and that the vetting arrangements for their staff are compatible with those of Waltham Forest Safeguarding in Education and government guidance.

All staff providing services to students whether in College or in the community on behalf of the College must adhere to the College's Safeguarding/PREVENT policy.

Professional Relationships with Students

Sir George Monoux College recognises that positive professional relationships with students will support and promote the best outcomes for them. The College provides guidance on the expectations of staff in this matter (*refer to Staff Dashboard (Fireboard) – Staff Code of Conduct*) to which all staff are expected to adhere. Good professional boundaries safeguard students and professionals from unfounded allegations.

Confidentiality

We respect the right of students and families to have information about them dealt with sensitively and confidentially in line with the guidance given in 'Keeping Children Safe in Education (2021)'. Sensitive information regarding students in our college will be shared with staff, taking into account relevance and appropriateness. All staff are expected to conform to the college's standards of good professional practice and maintain confidentiality appropriately at all times.

All staff must be aware of their responsibility to share information with the Well-being and Support Manager/DMoS, who will, where appropriate, share information with other agencies in order to protect and safeguard students. Advice will be sought by

the Well-being and Support Manager/DMoS where necessary from the Waltham Forest LADO (Local Authority Designated Officer).

Disclosing confidential information should always take place if it is a proportional response to meet the need to safeguard and promote the welfare of a student.

Supporting Staff

We recognise that safeguarding children and young adults is difficult and sometimes upsetting for those who work with students. Working with a student who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the Well-being and Support Manager and to seek further support as appropriate via our college counselling service. All staff and volunteers should feel able to raise concerns about poor or unsafe practice; such concerns will be addressed sensitively and effectively in accordance with agreed whistle blowing procedures (*refer to Staff Code of Conduct and whistle blowing policy*).

Students with Special Educational Needs or Disabilities (SEND)

Research suggests that students with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled students may be increased by their need for practical assistance and physical dependency including intimate care which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by the increased risk that they may be socially isolated.

Staff will get to know their students, and, as such, will have important information about their presentation, their levels of understanding and how best to communicate with them.

All staff working with students with SEND, where the student's individual needs may have Safeguarding implications, will receive appropriate training to enable them to meet the needs of the student appropriately and to recognise and report any concerns.

Intimate Care and Toileting of Disabled Students

Sir George Monoux College is committed to supporting and meeting the needs of students with disabilities and will ensure that no student is put at a substantial disadvantage compared with her or his non-disabled peers.

If a student has particular needs which require intimate care or the administration of medication, a meeting will be held with the student, their parents, carers and relevant health professionals to ensure that an individual support plan is drawn up to meet

those needs appropriately. The student's wishes and feelings will be taken into account and respected throughout this process.

Working in Partnership with Parents and Carers

The Senior Leadership Team and staff of the College are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interests of students and their families. Parents and carers will be encouraged to access our safeguarding policy, available on the College website. We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of students and that we will, where necessary, share concerns about students with Children's Social Care or appropriate agencies. Wherever possible and appropriate we will aim to discuss concerns about students with their parents or carers and inform them if we intend to make a referral to Children's Social Care.

There may be instances however, when we judge that it is not appropriate to speak to a parent or carer before contacting Children's Social Care. This would happen when the Student Well-being and Support Manager or a DMoS judges that a student's wellbeing will be at risk if the parent or carer is aware that a referral to Children's Social Care is to be made. We will also bear in mind "Fraser/Gillick Competence" and this will inform judgements and decisions.

The College expectation is that each student will have two parent/carer or emergency contacts on the system. This is initially recorded upon application and checked at enrolment. Checks at enrolment through calling to check details will be made on a risk-assessed basis. The 'Parent/Carer contract' where the Parent/Carer must sign to confirm parental details provides another layer of quality control. There are also mechanisms in place for these details to be changed over the course of the year.

Alternative provision for Year 11 students

Where the college engages in the delivery of alternative provision for Year 11 students, this Safeguarding policy will apply. In addition, a risk assessment specific to the provision will be developed and monitored.

Implementation and Evaluation of Safeguarding Policy and Practice

All staff, including agency staff at Sir George Monoux College, have a duty to be fully conversant with the college's safeguarding requirements, and are thus required to read the Safeguarding Code of Conduct and to sign to say they have read it and will adhere to it at all times.

The implementation of the policy and the resulting good practice are monitored in the following ways to ensure effectiveness:

- Staff raise concerns about the welfare of students routinely as good practice with the Student Well-being and Support Manager or DMOs;
- Staff attend safeguarding training and a central register of training is held by the College;
- Staff are willing to raise concerns about students at an early stage to ensure that appropriate support is offered;
- Poor safeguarding practice is challenged and appropriate action taken to remedy it;
- A safeguarding report is submitted annually to governors.

Site Security

All students and staff should be able to feel safe when they are on the College site. Students will carry their ID at all times and will not be allowed to enter the site without it.

Visitors will be asked to show their ID where appropriate (for example OFSTED and other professionals who are visiting the site), to sign in and out, and to wear a visitor's badge at all times. No visitor will be admitted to the College unless they are accompanied by a member of College staff. Visitors will be given a Safeguarding leaflet upon arrival.

Staff who sign visitors into the college should be responsible for escorting them around the site and ensuring they are not left unaccompanied with students (with the exception of qualified professionals such as social workers, counsellors, etc who are DBS checked). All visitors should be directed to use staff toilets or the Disabled toilet near reception.

Contractors

Regular contractors who work on site will be CRB checked as part of the service level agreement between them and the College and will be expected to read and adhere to the College's Safeguarding Code of Conduct.

Occasional contractors who have not undergone CRB checks will be supervised at all times while they are on site.

Agency Staff

Agency staff and those who work at the College for one or two days will be asked to provide their DBS disclosure before they can begin work. They will be given a copy of the safeguarding code of conduct, as well as 'Keeping Children Safe in Education (2021) – part 1', which they will be asked to sign to confirm that they have read, understood and will adhere to.

Restraint and Reasonable Force

Section 93 of the Education and Inspections Act 2006 enables college staff (including support staff, non-teaching staff and voluntary staff) to use such force as is reasonable in the circumstances to prevent a student from:

1. Committing an offence;
2. Causing personal injury to any person (including themselves) or damage to property;
3. Prejudicing the maintenance of good order and discipline at the College.

This includes occasions when the student is not on College premises, e.g. on College visits.

Section 45 of the Violent Crime Reduction Act 2006 gives principals and authorised staff the right to search pupils for weapons without their consent, where they have reasonable cause to suspect they are carrying a weapon. See the College's Search Policy for guidance.

The College's Campus Officers are trained in the use of reasonable force and restraint. Guidance is given to staff on the use of physical restraint within the College's Safeguarding Code of Conduct. Further guidance can be found in DfE guidance "The Use of Reasonable Force to Control or Restrain Pupils – Advice for Head Teachers, Staff and Governing Bodies, July 2013". It is crucially important that any occasion that physical restraint has to be used is rigorously recorded in the Duty Principal's log and on the student's records. Parents/carers should be informed when restraint has been used and protocols agreed with parents/carers if use of restraint is thought likely. The use of force as a punishment is unlawful. Students displaying extreme behaviour in relation to a learning disability, autistic spectrum disorders, behavioural, emotional and social difficulties or with severe behavioural difficulties should be handled according to the above stated guidance.

Recording

Recording is a tool of professional accountability and is central to safeguarding and protecting students.

It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child or adult at risk protection referral. For this reason it is vital that concerns are recorded accurately so that they can be monitored and emerging patterns noticed.

Initial concerns about students or disclosures should be recorded on Pro-Monitor under Confidential comments – and can be recorded by all members of staff. Termly internal audits are held to check that information is recorded adequately.

Special Safeguarding arrangements with regards to situations where the college is learning online

The key method of maintaining contact with students for Safeguarding purposes during any college closure period is via a weekly calling service. Staff allocated students with EHCP's, additional needs or those considered vulnerable for a variety of reasons have reduced caseloads in order that these students can receive more focussed attention.

Through Talent Lab Online, a range of materials covering mental health, online safety and well-being will be promoted to students to encourage their participation.

In the event of national restrictions placed on education:

- For vulnerable young people with a social worker (or, at our discretion, those on the boundaries of requiring a social care intervention), a risk assessment will be carried out with the young person, Safeguarding Officer and social worker to determine what attendance is in the best interest of the young person. This may be more than the universal offer to all students if considered in that student's best interest. Attendance will be monitored closely and non-attendance reported to the social worker.
- For vulnerable young people with an EHCP, a risk assessment will be carried out. This risk assessment will include a consultation with the student, parent/carer and staff member and will balance the best interest of the young person with any risk to staff (such as might be required for sustained, close contact). This may be more than the universal offer to all students if considered in that student's best interest.
- For young people under our 'Fitness to Study' categories, a risk assessment will be carried out with the student and parent/carer to determine the most

appropriate level of attendance for that student. Teaching staff will also be consulted with regards to supporting students in this category who may only be able to attend in a reduced capacity, or not at all (for example, because they may be shielding).

Renting college premises

Where the college rents out its buildings to be used by another organisation, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. Safeguarding arrangements will be included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement

Sexual harrassment

The college follows the guidance laid out in 'Sexual violence and sexual harassment between children in schools and colleges' (September 2021) and:

- Recognises that sexual violence and sexual abuse can happen anywhere. All staff working with children are advised to maintain an attitude of 'it could happen here'. We should be aware of, and respond appropriately to all reports and concerns, including those outside the school or college, and or online.
- There is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and creating an unsafe environment.
- Wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language are also important. The college promotes healthy and respectful relationships between boys and girls through Talent Lab and Assemblies and appropriate messaging.
- Cases of sexual harassment will be logged as Safeguarding concerns on Pro-Monitor and coded appropriately for monitoring purposes.

- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider the victim, especially their protection and support; whether there may have been other victims, the alleged perpetrator(s); and all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.
- Disciplinary action can be taken whilst other investigations by the police and/or children’s social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a us from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the college and should be carefully considered on a case-by-case basis. We will consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children’s social care should help the school make a determination

Students with Criminal Convictions

Students may apply to the College who have criminal convictions. The following procedure will be followed:

Low level offences	<ol style="list-style-type: none"> 1. Interview with a Designated Safeguarding Officer (further exploration of offence by Designated Safeguarding Officer only if necessary). 2. Sign off by the Safeguarding Operational Manager
Medium level offences	<ol style="list-style-type: none"> 1. Exploration of offence by the Safeguarding Operational Manager (information from professionals, YOT team, etc) 2. Interview with Safeguarding Operational Manager and Pathway Leader (or Deputy) 3. Sign off by the Safeguarding Operational Manager
High Level Offences	<ol style="list-style-type: none"> 1. Exploration of offence by the Vice Principal Student Services and Recruitment 2. Panel interview with Vice Principal Student Services and Recruitment and Curriculum Director 3. Sign off by the Vice Principal Student Services and Recruitment

A list of low, medium or high level offences can be found in Appendix 1. This is not meant to be an exhaustive list and any queries should be referred to the Safeguarding Operational Manager. Notes from these meetings should be kept

under 'Confidential Comments' on Pro-Monitor. A list of students with criminal convictions and whether their application was accepted or rejected can be found in the Welfare and Inclusion secured folder on the server.

If students receive a conviction whilst at college, this process will be followed in order to make a decision whether or not they can continue their studies. The College reserves the right to suspend a student for a reasonable period of time to allow the Safeguarding Team to complete this process.

It is a breach of conduct for students not to disclose convictions on application, or if they receive one whilst a student at SGMC.

Fitness to Study

The College has an expectation that its learners should be fit to study. Students with mental and physical health conditions are entitled to reasonable adjustments and appropriate support. However, in a small number of cases, students may become unfit to study when they display inappropriate behavior, pose a risk to themselves or others, disrupt other learners or hinder the functioning of the College.

At application, enrolment, or during study, a Pathway Leader (or relevant staff member, for example, a member of staff interviewing a prospective student) may raise concerns that a student may require adjustments to be fit to study, or not be fit to study at all. The College reserves the right to suspend an existing student for a reasonable period of time to allow for exploration of a particular case.

There are a number of adjustments that can be considered for students as part of the Fitness to Study process. These may include a temporary break in learning, deferred enrolment, phased returns, mentoring, counselling, or remote completion of assignments. This is not an exhaustive list. Equally, many of these options may not be possible and are dependent on the circumstances of the case, course requirements and the need to maintain the effective education of other students.

The Fitness to Study process can be chosen as an alternative to the Disciplinary Policy on discretion of the Pathway Leader. However, the Disciplinary Policy could still be started at the same time as a Fitness to Study process. This could happen if students fail to supply necessary documentation to help progress the Fitness to Study process, attend Fitness to Study meetings or fulfil responsibilities they have agreed to in a risk assessment.

If the Pathway Leader or other Manager decides that the Fitness to Work policy is the most appropriate route, the process on the next page should be followed. A template risk assessment can be found in Appendix 4.

Students (and potential students) have the right to appeal the outcome of Fitness to Study risk assessment. They can do this by writing to the Principal given the grounds for their appeal within five days of receiving a notification of a decision. The Principal will authorize a manager not previously involved to review the case and will provide an outcome within 15 working days.

The flow chart below should be followed, using the following criteria:

Low Risk - concern emerges about a student's well-being or health but no immediate crisis. Examples may include:

- Recurrence of a back complaint which causes pain in dance classes.
- A period of depression that has led to poor attendance and focus in class over the previous two weeks
- Social anxiety that has led to some low level interaction concerns in class

Medium Risk

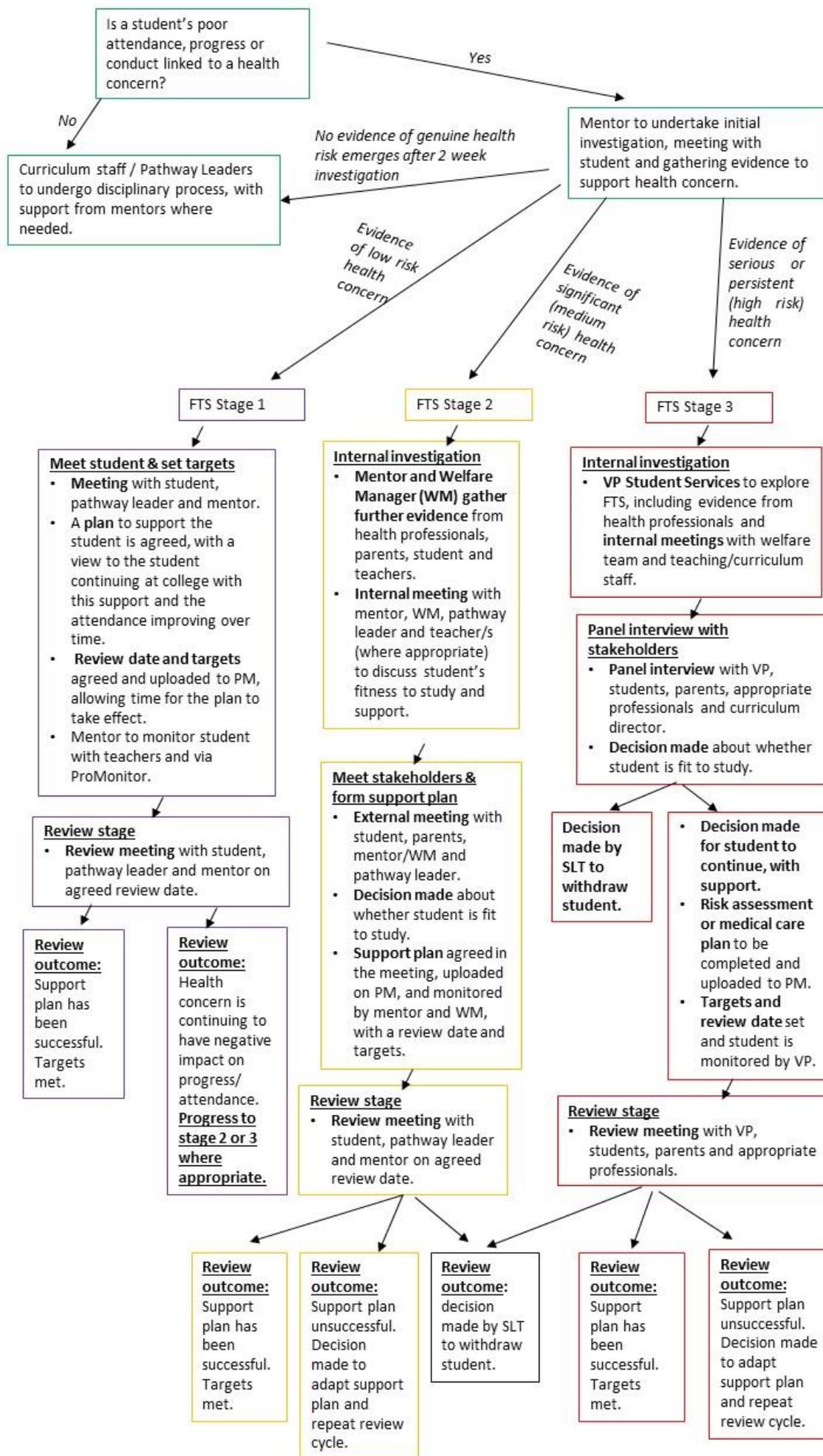
Significant concern regarding student's well-being or health but no immediate crisis. Examples may include:

- A health condition where certain practical tasks would be dangerous.
- A diagnosis of epilepsy where the student is prone to regular fits
- A long period of depression that has led to poor attendance and focus over a month
- Significant behaviour concerns caused by social anxiety
- A recent risk of self-harm

High Risk

Serious or persistent concern about a student's health, well-being or safety. Examples may include:

- A significant and imminent risk of suicide
- A period of depression where attendance has been poor over a half-term
- An acute health condition that limits physical movement or ability to attend and/or complete the course.



Glossary of Specific Safeguarding Issues

Bullying/Cyber-bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a college's first priority but emotional bullying can be more damaging than physical. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the signs that may be seen if child is being sexually exploited are listed below (this is not an exhaustive list and it would be expected to see a few of the signs below present to suggest the possibility of CSE):

- Inappropriate sexual or sexualised behaviour;
- Repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage;
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- Going to hotels or other unusual locations to meet friends;
- Getting in/out of different cars driven by unknown adults;
- Going missing from home or care;
- Having older boyfriends or girlfriends;
- Associating with other young people involved in sexual exploitation;

- Truancy, exclusion, disengagement with school, opting out of education altogether;
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- Drug or alcohol misuse;
- Getting involved in crime;
- Injuries from physical assault, physical restraint, sexual assault.

Domestic Violence (DV)

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” (as defined in section 2 of the 2021 Act).

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 gender, age, ethnicity, socio-economic 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. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

Fabricated or Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a mother or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy;
- exaggerates or lies about their child's symptoms;
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes;
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances.

Faith Abuse

'Keeping Children Safe in Education (2021)' addresses certain kinds of child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray. This belief may be held by the child's parent/carer or community, and can result in the child being physically harmed "to drive out the demons" or can result in the death of the child.

Female Genital Mutilation (FGM)

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act (2003). Despite the harm it causes, FGM-practising communities (FGM is still widely practiced amongst cultures from Africa, Middle East and South/South East Asia) consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Although the age of students at Sir George Monoux College is such that they are not necessarily in the high-risk category for FGM, a student may disclose that she is at risk of FGM or that she has a sister or family member who is at risk of mutilation or have been subjected to FGM and are therefore potentially dealing with the health concerns caused by having undergone the procedure.

College staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM;
- A student may talk about a long holiday to a country where the practice is prevalent;

- A student may confide that she or a sister or family member is to have a 'special procedure' or to attend a special occasion;
- A student may request help from a teacher or another adult;
- Any female student born to a woman who has suffered FGM or has a sister or relative who has been subjected to FGM must be considered at potential risk.

Forced Marriage/Honour Violence/Killings

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A student who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the student themselves, or the student's peer group, a relative or member of the student's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a student absent from College or a missing/runaway. Forced marriage may involve the student being taken out of the country for the ceremony, is likely to involve non-consensual and/or under-age sex, and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

Honour-based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.

Gangs and Youth Violence

Gangs are primarily made up of groups of male adolescents, and youth, although more recent studies have acknowledged a growth in the number of female membership and affiliation. Gangs will lay claim over territory in a community, and can engage collectively in illegal or violent behavior. Gang members, may be asked to prove loyalty by committing acts of violence.

Mental Health

Mental Health includes our emotional, psychological, and social well-being. It affects how we think, feel, act and our ability to achieve and fulfill potential. It also helps determine how we will handle stressful situations, relate to others and make choices.

Missing Children and Runaways

Some young people are pushed away from their home by factors that make an environment difficult to live in, such as problems at home, difficult relationships, family breakdown, maltreatment or abuse, problems at College including bullying, and personal problems including mental health issues. Other young people are

pulled away to be near friends and family or following grooming by adults for sexual exploitation or trafficking. Some students run away because they feel there is no other option.

Private Fostering

A private fostering arrangement is essentially one that is made privately (that is without the involvement of a local authority) for the care of a child under the age of 16 (under the age of 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more (please refer to the Children Act 1989: private fostering, DfE 2005). College staff should make a referral to the DfE if:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority.
- They have doubts about whether a child's carers are their parents, and there is evidence to support these doubts, including concerns about the child's welfare.

Radicalisation

Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or when they move to adopt violence in support of their particular ideology. Although a number of possible behavioural indicators are listed below, staff should use their professional judgement and discuss with other colleagues and managers if they have any concerns:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- The expression extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit other to an extremist ideology.

Extremism is defined in the PREVENT strategy as vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Violent Extremism is considered by the PREVENT Strategy to mean the endorsement of violence to achieve extreme ends. The Prevent strategy, launched in 2007, seeks to stop people becoming terrorists or supporting terrorism. It is the preventative strand of the government's counter-terrorism strategy, CONTEST.

PREVENT Duty is a Statutory Duty where, from 1 July 2015 the College is subject to a duty under section 26 of the Counter-Terrorism and Security Act (2021), in the exercise of its functions, to have 'due regard to the need to prevent people from being drawn into terrorism'.

If there are concerns that a student is becoming radicalised and involved in an organisation which could ultimately harm the student and the community this needs to be reported to the Senior Lead for Safeguarding or Welfare Manager who will then contact the relevant existing external agencies (Waltham Forest PREVENT team/Channel Police) for support and advice on the next step.

Relationship Abuse

Relationship Abuse can include:

Emotional Abuse

- Constant insults and name calling;
- Isolation from friends and family;
- Controlling what clothes are worn and where the victim goes;
- Checking on the victim all the time (checking texts, social networking sites etc.);
- Making the victim feel responsible for the abuse.

Physical Abuse

- Hitting, punching, pushing, biting, kicking, using weapons etc.;
- Sexual abuse;
- Forcing the victim to have sex;
- Unwanted kissing and touching;
- Being made to watch pornography against your will;
- Pressure not to use contraception.

Financial Abuse

- Taking/controlling your money;
- Forcing the victim to buy them things;
- Forcing the victim to work or not to work.

Sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of KCSIE, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections of child sexual exploitation and coercive and controlling behaviour at paragraph 32 of KCSIE).

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

Along with providing support to children who are victims of sexual violence or sexual harassment, the school or college, as set out in paragraph 87 of this guidance, needs to provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

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 students and school and college staff are supported and protected as appropriate

Trafficked and Exploited Students

A trafficked student is coerced or deceived by the adult who brings them into the country. Trafficked students are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Students may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited students will normally rely on a combination of general signs of abuse and neglect as well as concerns with the student's immigration status. These students may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves.

VAWG (Violence against Women and Girls) – Gender Based Violence

This describes acts of violence that are primarily or exclusively committed against women. Sometimes considered a “hate crime”, this type of violence is gender based, meaning that the acts of violence are committed against women and girls expressly because they are female.

Guidance for Managing Disclosures and Referrals

RECOGNISE and Receive

1. Listen to what is being said, without displaying shock or disbelief.
2. Accept what is said.
3. Make a note of what has been said as soon as possible.

REASSURE

Reassure the student, but only so far as is honest and reliable. For example, do not make promises you may not be able to keep, e.g. 'I'll stay with you' or 'everything will be alright now'.

Do reassure and alleviate guilt, if the student refers to it. For example, you could say:

- It must have been hard for you to tell me this.
- I am glad you came to me.
- I am sorry this has happened.
- This was not your fault.
- You have been brave to tell me.
- We are going to do something together to get help.

Never promise to keep it a secret as your professional responsibilities require you to report the matter.

REACT and Respond

- React to the student 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, for example 'what did he do next?' (This assumes he did!), or 'did he touch your private parts?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator.
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and who you have to talk to. Reassure the student that this will be the Student Well-being and Support Manager or a DMoS and no one else.

RECORD and Report

- Make some very brief notes at the time, and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the student. If the student uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a body map to indicate the position of any bruising if visible.
- Record statements and observable things, rather than your interpretations or assumptions.

REFER

- Create a 'Confidential comment' on Pro-Monitor for the attention of the Welfare and Inclusion team (confidentiality level 3) recording your concerns, and contact Student Well-being and Support Manager or a DMoS to confirm your referral has been received and will be acted upon.
- **Remember** in the absence of the Welfare Manager or a DMoS, any member of staff can contact support agencies (social services/police/CAMHS/paramedics) if the child is in immediate risk – then ensure that it is reported to the Student Well-being and Support Manager or a DMoS as soon as they are available (*see section 6 – appendix 2, useful contacts*)
- If the concern relates to the actions of another staff member, it should be reported to a member of Senior Leadership Team. This can be via email, phone or face to face. If staff members have a concern about a member of Senior Leadership Team, this should be reported to the Safeguarding Governor.

Appendices

Appendix 1 - Signs and Symptoms of Abuse

Signs and Symptoms of Abuse -Types of Abuse:

Physical abuse

Hitting, shaking, burning or scalding, FGM.

Sexual abuse

Forcing or enticing a child to take part in sexual activities etc.

Emotional abuse

Unloved, domestic violence, persistent emotional ill treatment.

Neglect

Failure to meet a child's basic needs, physical or psychological, or failure to protect a child from harm.

Things you may notice

Children/Adults at risk who are a cause for concern may display any of the following behaviours:

withdrawn/isolated	suddenly behaves differently	anxious	clingy
depressed	Aggressive	problems sleeping	eating disorders
inappropriate sexualised behaviour	hateful narratives	risk taking behaviour	poor attendance
changes in eating habits	obsessive behaviour	nightmares	drug abuse
Alcohol abuse	self-harm behaviour	thoughts about suicide	

If you're worried that a student is being abused, or that they might be in an unsafe environment/situation, watch out for unusual behaviour or changes in behaviour. Be aware that children/adults at risk may use a number of methods in which to communicate to you that they might need some help. Although not all unusual or changes in behavior may require a safeguarding or child protection response, it is important that all concerns are taken seriously and where staff might be unsure, seek help and advice from the DMoS.

Reminder

It is everyone's responsibility to safeguard students. If you are concerned please refer *(see section 5 Guidance for Managing Referrals and Disclosures)*

Appendix 3 - List of convictions to accompany criminal convictions procedure

Aggravated burglary	Vice Principal Student Services / Curriculum Director	Making off without payment	Designated Safeguarding Officer
Assault - Actual bodily harm (ABH)	Vice Principal Student Services / Curriculum Director	Manslaughter/ Murder	Vice Principal Student Services / Curriculum Director
Assault - Common assault	Safeguarding Operational Manager / Pathway Leader	Possession of a firearm	Vice Principal Student Services / Curriculum Director
Assault - Grievous bodily harm GBH)	Vice Principal Student Services / Curriculum Director	Possession of an offensive weapon	Safeguarding Operational Manager / Pathway Leader
Behaviour intended to cause harassment	Designated Safeguarding Officer	Possession of drugs (Class A)	Safeguarding Operational Manager / Pathway Leader
Breach of restraining order	Safeguarding Operational Manager / Pathway Leader	Possession of drugs (Class B)	Safeguarding Operational Manager / Pathway Leader
Burglary	Safeguarding Operational Manager / Pathway Leader	Possession of drugs (Class C)	Designated Safeguarding Officer
Careless or inconsiderate driving	Designated Safeguarding Officer	Robbery	Safeguarding Operational Manager / Pathway Leader
Causing death by dangerous driving	Vice Principal Student Services / Curriculum Director	Send communication/ article of an indecent/ offensive nature	Designated Safeguarding Officer
Criminal damage	Safeguarding Operational Manager / Pathway Leader	Sexual assault or rape	Vice Principal Student Services / Curriculum Director
Criminal damage with intent to endanger life	Vice Principal Student Services / Curriculum Director	Supply of drugs (Class A)	Vice Principal Student Services / Curriculum Director
Dangerous driving	Designated Safeguarding Officer	Supply of drugs (Class B)	Safeguarding Operational Manager / Pathway Leader
Drunk & disorderly	Designated Safeguarding Officer	Supply of drugs (Class C)	Safeguarding Operational Manager / Pathway Leader
Fraud	Safeguarding Operational Manager / Pathway Leader	Theft	Safeguarding Operational Manager / Pathway Leader
Handling stolen goods (HSG)	Designated Safeguarding Officer	Threats to kill	Vice Principal Student Services / Curriculum Director

Appendix 4 – Criminal convictions risk assessment (NB – this can also be recorded in note form on Pro-Monitor)

Name of student:

Course applied for:

Staff member (s) making decision:

Date convicted	Conviction	Sentence	
Information regarding conviction (circumstances, triggers, reflection on offence, etc):			
	Raw Risk (Low, Medium, High)	Control measures	Residual risk (Low, Medium, High)
Risk to self			
Risk to others			
Risk to College property			
Decision taken:			
Who should this be shared with?			
Signed (staff member) _____		Signed (staff member) _____	
Signed (student) _____		Signed (parent) _____	

Appendix 5 – Fitness to study Risk Assessment (NB – this can also be recorded in note form on Pro-Monitor)

Name of student:

Course applied for:

Staff member (s) making decision:

Information on Fitness to Study			
	Raw Risk (Low, Medium, High)	Control measures	Residual risk (Low, Medium, High)
Risk to self			
Risk to others			
Risk to College property			
Decision taken:			
Who should this be shared with?			
Signed (staff member) _____		Signed (staff member) _____	
Signed (student) _____		Signed (parent/carer) _____	