

Safeguarding & Child Protection Policy

Shooters Hill Sixth Form College HR Review September 2018

Adopted and ratified by the Governing Body on:	December 2018
Annual Review Date:	December 2019
Accountability:	Governing Body
Responsibility:	Governing Body
Shared with all Staff	
Designated Safeguarding Lead for Child Protection	Alex Rolfe
Deputy Designated Safeguarding Leads for Child Protection	Natalie Osborne, Mathew Belson
Named Governor for Safeguarding/Child Protection	Mike Hage

INTRODUCTION

Shooters Hill College fully recognises the responsibility it has under section of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the college have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to relevant contact within the local council's Children's Social Care provision (referrals will normally be made via the college's Designated Safeguarding Lead for Child Protection).

This policy sets out how the college's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the college. Our policy applies to all staff, paid and unpaid, working in the college including governors. Teaching assistants and support staff as well as teachers can often be the first point of disclosure for a child. Concerned parents/carers may also contact the college and its governors.

The college will follow the relevant Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole college protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are included at the end of this policy.

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

1. PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The college will therefore:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- ensure children know that there are adults in the college whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- Assist our young people to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate and analyse effectively. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths and cultures. We are committed to working with the local partnerships working on preventing violent extremism. Staff will be supported should they make any disclosures in this regard and are reminded that they can make a disclosure through the College's Whistleblowing Policy. Further information in regards to the governments Prevent Strategy can be found at <https://www.gov.uk/government/publications/prevent-strategy-2011>

2. PROCEDURES

- We will follow the procedures set out in the Royal Borough of Greenwich Local Safeguarding Children Board Procedures. A copy of these procedures can be found on the RBG website. We will also follow the London Child Protection Procedures that can be found at: <http://www.Londoncp.co.uk>
- The Lead Designated Safeguarding Officer is Alex Rolfe who can be contacted on extension 9724 at the main college number. He can also be emailed via alex.rolfe@shc.ac.uk
- The following member of staffs have also received the Designated Person training: Natalie Osborne, extension 9721 natalie.osborne@shc.ac.uk ; Mathew Belson, extension 9401 mathew.belson@shc.ac.uk

The nominated governor for Safeguarding and Child Protection: Mike Hage. Please contact him via the Principal's PA Mrs Sue Young on tel: 0208 3199487 or email sue.young@shc.ac.uk

The college will:

- ensure there is a designated senior person who has lead responsibility for child protection in the college and has undertaken, as a minimum, relevant

child protection training which is regularly updated. Advice will be sought from the RBG in regards to this training. Their role will be clearly outlined within the job description and kept under review.

- ensure that this training is updated every two years in accordance with government guidance or best practice.
- recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which for example include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.
- ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction.
- ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available.
- ensure that the designated members of staff take advice from a child protection specialist when managing complex cases from the local Social Care Team. The contact details of the team together with the Emergency Duty Team (out of hours) is detailed in the Useful Contacts, Appendix B)
- ensure a governor is nominated from the governing body for safeguarding and child protection who has undertaken appropriate training
- ensure every member of staff and every governor knows:
 - the name of the Designated Safeguarding Lead and any other designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
 - that they have a responsibility to provide a safe environment in which children can learn
 - provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum, so that they are confident about:
 - the college's legislative responsibility
 - their personal responsibility
 - the college's policies and procedures
 - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and female genital mutilation
 - the need to record concerns

- how to support and respond to a child who tells of abuse
- ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- ensure that every member of staff, governor and volunteer is issued with a copy of Part 1 of the “Keeping Children Safe in Education” statutory guidance document as updated upon induction. A copy of the document is available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education> In addition staff will also be made aware of the non statutory guidance ‘What to do if you think a child is being abused’ (2015) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- ensure that parents are informed of the responsibility placed on the college and staff in relation to child protection by setting out these duties in the college prospectus/website.
- ensure that this policy is available publicly either via the college website www.shc.ac.uk and by any other appropriate means.
- ensure that students attendance is monitored regularly with the aim that no child is absent without authorisation, and where the reason for a child’s absence is not known ensure that this is followed up immediately. In particular where a child is absent due to an extended holiday, or does not return following an extended holiday this be followed up immediately and rigorously. Any concerns in this regard must be reported immediately to the Designated Safeguarding Lead.

Liaison with Other Agencies

The college will:

- work to develop effective links with relevant services to promote the safety and welfare of all pupils
- co-operate pro-actively as required, in line with Working Together to Safeguard Children, 2013, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- notify the relevant Social Care Unit immediately if:
 - ⊠ it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently) or Looked After Child;
 - ⊠ there is an unexplained absence of a pupil who is subject to a Child Protection Plan or Looked After Child

- ▣ there is any change in circumstances to a pupil who is subject to a Child Protection Plan or Looked After Child

In exceptional circumstances, staff members can speak directly with Childrens Social Care services. Contact details are included in Appendix B

Record Keeping

The college will:

- keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- ensure all records are kept securely, separate from the main pupil file, and in a locked location
- ensure all relevant child protection records are sent to the receiving school or college or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance. See appendix D

Confidentiality and information sharing

Child protection information will be stored and handled in line with the General Data Protection Regulation (GDPR) (EU) 2016/679 and Data Protection Act 1998 principles. The Data Protection Act and GDPR does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act and GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Principal.

The college will:

- ensure that the Headteacher/Principal or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- ensure staff are clear with children that they cannot promise to keep secrets.

Communication with Parents/Carers

The college will:

- ensure that parents/carers are informed of the responsibility placed on the college and staff in relation to child protection by setting out its duties in the college prospectus/website.
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the college believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care. (*Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Children Board*).
- The college will keep details of at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at home.

3. SUPPORTING VULNERABLE CHILDREN

- We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- This college may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at college their behaviour may be challenging and defiant or they may become withdrawn.
- We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. College staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- The college will support the pupil through:
 - Curricular opportunities to encourage self-esteem and self-motivation
 - An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- The college's behaviour policy will support vulnerable pupils in the college. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The college will ensure

that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred

- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the council's Sexual Behaviour Service or Locality Teams
- A commitment to develop productive and supportive relationships with parents/carers
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Local Safeguarding Children Board "Core Inter - Agency Procedures"
- When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The relevant contact with social care and any other relevant agencies will also be informed
- When a child is missing from education, the college will immediately notify the relevant contact within the Social Care Team/Education Welfare Officer and follow any local procedure's accordingly if a child is subject to a Child Protection Plan or there have been ongoing concerns.

Substance Misuse and Child Protection

- The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the college will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse or believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the college receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Domestic Abuse

Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Head Teachers/Principals should be notified of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept.

Female genital mutilation (FGM)

http://www.londoncp.co.uk/files/cons_sg_girls_at_risk_fgm.pdf

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.

FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

The college takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. Particular regard should be given to a child who has returned from an extended holiday, and this should always be followed up and any concerns reported to the Designated Safeguarding Lead.

Where the college believes there is a specific risk due to the community it serves further guidance can be found under Part 1 of the Keeping Children Safe in Education Document.

The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

The college will refer to the Keeping Children Safe in Education Document and seek advice from the Social Care Team and/or the LSCB if there is a concern that a young person may be at risk.

Forced Marriage http://www.londoncp.co.uk/chapters/forced_marriage_ch.html

A forced marriage is a marriage without the consent of both parties and where pressure or threats are a factor. This is very different to an arranged marriage, which both people will have agreed to. It is a criminal offence to force someone to marry.

Signs of concern could include truancy/absence from the college/punctuality concerns, low motivation, self harm, depression, isolation, attempted suicide, eating disorders, other family members forced to marry or reported missing, family disputes, domestic violence and substance abuse.

Further guidance can be found under Part 1 of the Keeping Children Safe in Education Document.

Contextualised Safeguarding

When making assessments regarding the welfare of children, the college will take into account the child's wider social sphere not only that at the college.

4. **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The college will operate safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2014) and the group's Pre-employment Check Policy. The college will undertake risk assessments to decide whether volunteers need to do an enhanced DBS check. All governors, the principal and vice principal, senior leadership team, departmental heads and support staff managers will have a s128 check to ensure they have not been prohibited from management in a school or college.

The following members of staff have undertaken Safer Recruitment training Jan Atkinson (Principal), Stephen Greenman (Director of Corporate Services) and Larrissa Alexander (HR Manager). Safer Recruitment training can be provided face-to-face by the Professional Services HR Department, and such training will only be carried out by a DfE accredited trainer or from September 2014 by a suitably qualified and experienced practitioner approved through the Professional Services HR Department.

Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The college will follow the procedures set out in Part four of Keeping Children Safe in Education and will seek the advice of the Professional Services HR Department where any such matter is under consideration.

The college will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education and always seek guidance from the Professional Services HR Department.

The Designated Safeguarding Lead and/or the Headteacher/Principal will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are, wherever possible, reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The college will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded efficiently and that notification of any concerns is made to the relevant authorities and professional bodies (including statutory referrals where required) and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected in these types of cases. Where suspension is being contemplated advice will be sought from the Professional Services HR Department.

Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is, however, rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The college will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

All staff will sign to confirm that they have read a copy of the Code of Conduct and Part 1 of the Keeping Children Safe in Education.

The college will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust). Sexual relationships with pupils aged over 18 will be considered as a breach of the college's disciplinary procedure and dealt with accordingly.

The college will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny. All communication between pupils and adults working at the college must be undertaken through the use of college telephone and email. Adults working at the college must not contact pupils through personal telephone numbers, email accounts or social media. This restriction also applies to communication with ex-pupils who have left the college within the past three years.

Following any investigation there are 5 possible outcome definitions

The outcome of allegation investigations should be identified as follows:

- **Substantiated:** there is sufficient identifiable evidence to prove the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Malicious:** there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
- **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- ***Unfounded:** there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;

- NB An 'unfounded' outcome is not part of the standard range of outcomes, but schools may use it (subject to the support of their legal or HR provider).

Managing an allegation against another pupil.

At Shooters Hill College we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

In cases of alleged sexual violence and sexual harassment between children, the college will follow the advice given by the Department for Education: Sexual violence and sexual harassment between children in school and colleges. May 2018 (<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>)

Safeguarding allegations

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against a pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student 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
- forcing others to watch pornography or take part in sexting

Sexual Exploitation:

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas such as the Royal Borough of Greenwich where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do:

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- Should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

OTHER RELATED POLICIES

Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for Principals, staff and governing bodies*)

- Racist Incidents
- Anti-Bullying
- Health and Safety
- E-Safety and Acceptable Use
- Whistleblowing
- Complaints procedure

Children with Special Educational Needs

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. College staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. College staff working with children with Special Education needs are instructed to be aware that unusual behaviours may be indicators of abuse and not simply part of their disability or SEN. The college provides high levels of support and where appropriate mentorship for children with disabilities or SEN.

The college has pupils with emotional and behavioural difficulties and/or challenging behaviours. The college will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

5. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

The local governing body fully recognises its responsibilities on behalf of the group with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- nominate a governor for safeguarding and child protection who will monitor the college's compliance with statutory requirements and practice and champion child protection issues
- ensure an annual report is made to the full governing body. Any weaknesses will be rectified without delay
- ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any updates provided by the group are implemented immediately. It will be made available on the college website.

Extended Academies and Before and After College Activities (on or off college site)

- Where the college provides extended facilities before or after normal college activities directly under the supervision or management of college staff, the college's arrangements for child protection as written in this policy shall apply.
- Where services or activities are provided separately by another body, either on or off college site, the governing body will confirm that the college's leadership team have sought assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the college on these matters where appropriate. The college will also take appropriate measures including taking up references and monitoring activities to ensure that any services or activities relating to the College, whether on or off site, are not involved in the promotion of extremist ideology or the radicalisation of others.

Registered Sex Offenders

A person who attends Shooters Hill College premises and is registered with police under the Sexual Offences Act 2003 is required to notify the school's Designated Safeguarding Lead.

Designated Safeguarding Lead

Alex Rolfe

Deputy Designated Lead for Safeguarding

Natalie Osborne, Mathew

Belson

Level 3 Designated Leaders trained

Jan Atkinson

The College will require persons to participate in a risk assessment and subsequent written agreement

Risk Assessment: This is a confidential document which will be shared with MAPPA and the designated teachers (and Principal) of the College only. This assessment is completed with two members of the safeguarding team. Risk Assessments are reviewed annually unless further information is disclosed to establish and changes of details such as address changes, further offences and/or removal from sex offenders register.

Four categories of 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.

Neglect:

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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

Emotional Abuse

Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Prevent/Radicalisation

Extremism:

is 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. Calls for the death of members of British armed forces is also included in this definition

Extremism takes many forms and all ideologies are included in this area of safeguarding:

- Islamic extremism
- Left-wing extremism
- Right-wing extremism
- Animal rights extremism

Indicators of vulnerability include:

Identity

- the student/pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;

- personal crisis – the student/pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- they may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- they may be searching for answers to questions about identity, faith and belonging

Personal Circumstances

- migration;
- local community tensions; and
- events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Un-met Aspirations

- the student/pupil may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

Experiences of Criminality

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

Special Educational Needs

- social interaction
- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others

More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

What to do if you have a concern about individual pupils

- Identify concern
- Inform Designated Safeguarding Lead in the usual way
- The DSL will refer to Social Care or the local Prevent lead according to local protocols
- For non-urgent concerns, the local police can be called on 101.

The college will take the following measures to ensure that students enrolled at the college are protected from radicalisation and extremism:

- take steps to ensure that all external speakers and external lettings are effectively monitored and if appropriate, reference checked, to ensure they are not involved in radicalisation or the promotion of extremist ideology.
- have in place robust IT policies that monitor the actions of all users and provide filters to ensure that users cannot access websites involved in radicalisation or the promotion of extremist ideology.
- maintain strong links with local PREVENT co-ordinators and the police involved in the prevention of radicalisation, extremism and terrorism.
- provide regular training for all staff, leaders, the Principal and Governors on the Colleges' responsibilities with regards to PREVENT, including the identification of risk factors and what steps to take in the event of concerns arising.
- provide an understanding amongst students through the curriculum about the dangers of radicalisation and extremism, the measures to take in the event they have concerns regarding radicalisation or extremism and the promotion of British Values.
- maintain and update a PREVENT risk assessment and action plan.

Department for Education Helpline

Dedicated telephone helpline for extremism to help school staff and governors to raise concerns relating to extremism directly and in confidence. The helpline is not intended for use in emergency situations.

Telephone: 020 7340 7264

Email: counter.extremism@education.gsi.gov.uk

Prevent duty guidance for England and Wales (Home Office)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/44597/7/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The use of social media for online radicalisation (Home Office/DfE)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/44045/0/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

The Prevent duty: departmental advice for schools and childcare providers (DfE)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/43959/8/prevent-duty-departmental-advice-v6.pdf

Child Sexual Exploitation (CSE)

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes,

affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

National Working Group for Sexually Exploited Children and Young People 2008

Models of Sexual Exploitation

Three models of sexual exploitation have been identified:

Inappropriate Relationship	Boyfriend	Organised Crime
<ul style="list-style-type: none"> • One abuser • Power and control • Physical, emotional, financial • Believe abuser is offering a genuine relationship • Often a significant age gap 	<ul style="list-style-type: none"> • Initially, one abuser, grooming and gaining trust • Apparently consensual sexual relationship starts • Relationship becomes abusive • Victim threatened with violence and forced to engage in sexual activity with others • Growth in peer exploitation 	<ul style="list-style-type: none"> • Involving criminal gangs trafficking victims around the UK and the world • Established networks across the UK move victims from location to location • Forced or coerced into sexual activity with multiple partners • Involves buying and selling of young people

There are a number of risk factors which raise the risk of such abuse:

- a history of running away or going missing
- homelessness
- those in care or care-leavers (especially residential care)
- young people with learning difficulties
- migrant children
- unaccompanied asylum-seeking children
- those disengaged from education
- young people involved in substance misuse
- young people in gangs
- poor mental health
- parental drug/alcohol misuse
- disrupted family life
- domestic violence
- history of physical or sexual abuse

Sexual exploitation takes many forms and a range of coercive techniques is used from grooming and the development of a 'consensual' relationship, through to extreme violence. Abusers target areas where children and young people meet with a reduced level of supervision, including shopping centres, takeaways, cinemas, bus or train stations and local parks. Much of this exploitation occurs in private, away from known areas of prostitution, saunas or massage parlours.

Warning Signs

- going missing for periods of time
- returning home late
- disengagement from education

- poor school attendance (including truancy and school exclusions)
- appearing with unexplained gifts: clothes, jewellery, trainers, phones, money
- associating with others involved in sexual exploitation
- frequently in the company of older people, particularly boyfriends or girlfriends
- poor sexual health
- mood swings/poor anger control/changes in emotional well-being
- drug and alcohol misuse (often a method of increasing compliance)
- inappropriate sexualised behaviour, especially around strangers
- association with 'risky' adults
- chronic tiredness
- secretive behaviour
- low-level crime, eg. shoplifting self-harm
- talking about visiting different areas, especially at night

Further information

The sexual exploitation of children: it couldn't happen here, could it? (Ofsted 2014)
<https://www.gov.uk/government/publications/sexual-exploitation-of-children-ofsted-thematic-report>

Safeguarding Children and Young People from Sexual Exploitation (DCSF 2009)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Female Genital Mutilation

Female Genital Mutilation (FGM) is the non-medical, partial or total removal of the external female genital organs. This procedure is typically carried out on young girls, although it can happen later. FGM is illegal in the UK and particularly affects girls and women from Africa.

FGM is practised predominantly in north African countries, the Middle East and Asia. Schools should be particularly alert in London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes where there are large communities of people from these countries. However, FGM can occur anywhere in the UK.

The most significant countries for FGM are: Somalia Guinea Djibouti Sierra Leone Egypt Sudan Eritrea Mali The Gambia Ethiopia Burkina Faso Mauritania Liberia

Although FGM takes place between birth and around 15 years old; it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin

- talk about a ‘special’ procedure to become a woman

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf (Chapter 9 page 42 provides Guidelines for school, colleges and universities)

Fact Sheet: FGM (Serious Crime Act 2015) Ministry of Justice/Home Office

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/Fact_sheet_-_FGM_-_Act.pdf

NSPCC FGM Helpline: 0800 028 3550

email: fgmhelp@nspcc.org.uk

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other students will be dealt with under our college’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially through the tutorial system or by approaching Student Services
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Sexting

Sexting is a significant issue for older teenagers and involves the sharing of indecent images of themselves with others. It may be the intention for the image to be shared only with one person, but invariably these pictures or videos are shared across the internet. Such images can be a part of the early stages of grooming, especially when the potential victim has only ‘met’ the abuser online.

Although sexting is a widespread phenomenon, it is illegal to send or be in possession of indecent images or videos of people under 18 (Protection of Children Act 1978 and Criminal Justice Act 1988). In the recent past, the police were giving ‘words of advice’ to under-18s about these images, but they are now more likely to record the offence as a crime, with the potential serious consequences that would follow a conviction of creating or possessing indecent images of children.

Why do people send ‘sexts’?

- experimental phase prior to being sexually active
- as a joke or a dare
- fun or flirtatious
- in lieu of sexual activity
- to fit in
- proud of their body
- to show commitment to a relationship
- because they are ‘in love’
- easy to do; anonymous

Why is ‘sexting’ such a problem?

- it is illegal to send or possess images of under 18s
- revenge or intimidation after a relationship comes to an end
- lose control of where the images or videos go
- lead to depression and suicide of victims

Private Fostering - A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a ‘grandparent, brother, sister, uncle or

aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

The Duty to refer to the Local Authority

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers' household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Note that although schools/colleges have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the college. However, it should be clear who has parental responsibility.

Useful Contacts

LADO: Mr Ken Palmer Tel: 0208 921 4438
email: Ken.Palmer@royalgreenwich.gov.uk
or childrens-LADO@royalgreenwich.gov.uk

Greenwich MASH Team: Tel: 0208 921 3172
email: mash-referrals@royalgreenwich.gov.uk

Greenwich Safeguarding Children Board: Tel: 0208 921 4477
Email: safeguardingboard@royalgreenwich.gov.uk

Alex Rolfe Lead Designated Safeguarding Officer, SHC: Tel: 0208 3199724
Email: alex.rolfe@shc.ac.uk