

# Safeguarding Students Policy & Procedures

## Introduction

Middlesbrough College fully recognises its statutory and moral duty to promote the safety and welfare of those students who are under the age of 18 years and those adult students who are deemed to be at risk; however, the College has a moral duty and is committed to the safeguarding of all students regardless of their age and vulnerability.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, the Education Act 2002. This policy is also in line with the government publication, 'Working Together to Safeguard Children (2018)', the statutory guidance 'Keeping Children Safe in Education (2019)', the Care Act 2014, the Counter-Terrorism and Security Act 2015, the local Safeguarding Children Partnerships and the Safeguarding Adults Board procedures.

## Scope

This policy and its procedures will apply to:

1. Governors.
2. Employees of the College.
3. Students.
4. Volunteers.
5. Contractors.
6. Employers providing work placements or an apprenticeship.
7. Agency Staff
8. All other users of the College.
9. All College activities.

The College Policy and Procedures will apply at all times when the College is providing services or activities directly under the management of Middlesbrough College staff and all services and activities that come under the responsibility of the College.

The College recognises that safeguarding and promoting the welfare of its students is **everyone's** responsibility. Everyone who comes into contact with a student and their families and carers has a role to play in safeguarding.

## **Definitions**

Although legislation is specifically related to children and adults at risk as defined below, the College is committed to the safeguarding of **all** students and the term student is used throughout this policy.

### **Safeguarding Children**

In terms of this policy, a child is defined as anyone who has not reached their 18<sup>th</sup> birthday.

Safeguarding and promoting the welfare of children is defined in 'Keeping Children Safe in Education (2019) as:

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

### **Safeguarding Adults**

An adult at risk of abuse or neglect is defined as someone who has needs for care and support, who is experiencing, or at risk of, abuse or neglect and as a result of their care needs - is unable to protect themselves. For the purposes of this policy, an adult is a person, aged 18 years and over who is at a greater risk of suffering abuse or neglect because of physical, mental, sensory, learning or cognitive illnesses or disabilities; and substance misuse or brain injury.

The Care Act 2014 describes safeguarding as a means of protecting an adult's right to live in safety, free from abuse and neglect. It further states that it is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

## **Safeguarding Issues**

Safeguarding actions may be needed to protect students from the following safeguarding issues and explanations and definitions can be found within **Appendix A** of this Policy.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Bullying including Cyberbullying
- Children and the Court System/Family Members in Prison
- Children Missing from Education
- Child Criminal Exploitation
- Child Sexual Exploitation (CSE)
- Child Trafficking and Modern Slavery
- Domestic Abuse
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Gender-based Violence / Violence against Women and Girls (VAWG)
- Homelessness / Housing Issues
- Honour Based Violence
- Female Genital Mutilation (FGM)
- Forced Marriage
- Breast Ironing
- Mental Health
- Private Fostering
- Radicalisation
- Relationship Abuse
- Sexual Violence & Sexual Harassment
- Sexting (Youth Produced Sexual Imagery)
- Upskirting
- Youth Violence

## **Peer on Peer Abuse**

It is important to recognise that students are capable of abusing their peers and be aware that safeguarding issues can manifest themselves via peer on peer abuse.

Peer on peer abuse is abuse young people may experience from their peers who are the same or a similar age and under the age of 18 years.

Peer on peer abuse can take various forms and can include the following safeguarding issues:

- Bullying (including cyberbullying)
- Child Sexual Exploitation
- Gender-based Violence
- Initiation/hazing type violence and rituals

- Physical Abuse
- Relationship Abuse
- Sexual Violence and Sexual Harassment
- Sexting (Youth Produced Sexual Imagery)
- Upskirting
- Youth and Serious Youth Violence

Staff need to be aware that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up' and to recognise that there is a gendered nature of peer on peer abuse in that it is more likely that girls will be victims and boys the perpetrators

The College will take any concerns of this nature very seriously and concerns should be raised in the same way as any other concerns, directly to a Personal Tutor or to the Safeguarding Team.

The College recognises that safeguarding incidents and / or behaviours can be associated with factors outside of college and can occur between students outside the college and will consider the context within which such incidents / behaviours occur – 'contextual safeguarding'.

The College acknowledges that as individuals move into adolescence they spend increasing amounts of time socialising independently of their families. During this time the nature of young people's educational environments and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. The College will consider whether wider environmental factors are present in a students' life that are a threat to their safety and welfare.

For Adult Safeguarding, the Care Act 2014 sets out the different types and patterns of abuse and neglect for adults at risk as:

- Physical Abuse
- Psychological Abuse
- Financial/Material Abuse
- Sexual Abuse
- Organisational Abuse
- Neglect
- Discriminatory Abuse
- Domestic Violence
- Modern Slavery
- Self-Neglect

The College recognises that safeguarding is not just about protecting students from deliberate harm, neglect and failure to act. It relates to the broader aspects of care and education and other key College policies should be read in conjunction with this policy – see **Appendix F**.

## **REPORTING PROCEDURE**

Any concerns about a student's welfare must be acted upon immediately. This could be a direct disclosure, a report from a third person or a suspicion that a student is at risk from a safeguarding issue.

All concerns must be recorded on the Safeguarding Concern / Disclosure Form (**Appendix D**) and discussed with a member of the Safeguarding Team to agree a course of action. (**Safeguarding Team contacts are detailed in Appendix B**).

Staff responsibilities or **5Rs** are summarised as:

1. Recognise
2. Respond
3. Record
4. Report
5. Refer

If a student makes a disclosure, the student should be acknowledged, taken seriously and listened to.

As soon as it becomes clear that the student is talking about a safeguarding issue, you need to gently stop them and inform them that if they continue you have an obligation to pass this information on to a Designated Safeguarding Person. You cannot promise confidentiality to the student. Reassure the student but tell them that a record of information given will be made.

It is important not to ask too many questions as you must not under any circumstances investigate any accusations.

Allow the student to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.

Record the factual details of what has been told to you using the Safeguarding Concern / Disclosure Form (**Appendix D**).

Contact a **Designated Safeguarding Person** (**Safeguarding Team contacts are detailed in Appendix B**) immediately to explain the situation and pass on the written notes.

The Designated Safeguarding Person will outline the action that he/she has to take so that you can explain this to the student. It may be appropriate for the Designated Safeguarding Person to meet the student. You must not take any further action yourself. This includes contacting parents/carers or outside agencies.

### **Text 'SAFE' / Safeguarding E-Mail**

If a student uses the TXT Safe facility (Text 'SAFE' to 83123), this will send an email to a safeguarding e-mail account ([safeguarding@mbro.ac.uk](mailto:safeguarding@mbro.ac.uk)), which will give details of the mobile phone number used to send the text. During normal working hours, this will be responded to by the Safeguarding Team.

The Incident Managers will deal with emails that come through when they are on duty. The email includes an automatic reply to inform students what to do if they text this number during non-working hours.

The email facility is also available to staff and students.

### **OPTIONS FOLLOWING A SAFEGUARDING CONCERN / DISCLOSURE INCLUDE:**

- Managing any support for the student internally via the college's own pastoral support processes.
- An early help assessment
- A referral for statutory services e.g. Children's Social Care, Adult Safeguarding or to the police if the student is in immediate danger.

### **Early Help Assessment**

The College recognises its role in identifying students who may benefit from early help and providing support as soon as a problem emerges in a student's life. Providing early help is more effective in promoting the welfare of young people than reacting later. Staff may be required to support other agencies and professionals in an early help assessment.

If early help is appropriate, a member of the Safeguarding Team will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases will be kept under constant review and consideration given to a referral to Children's Social Care or Adult Safeguarding for assessment for statutory services, if the student's situation does not appear to be improving or is getting worse.

**Any** student may benefit from early help, but all college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

### Looked After Children/Care Leavers

All staff need to be aware of issues around safeguarding looked after children/care leavers. The most common reason for young people becoming looked after is as a result of abuse and/or neglect. (Please refer to the College's Looked after Children Policy.)

### Students with Special Educational Needs and Disabilities

Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff need to be aware that additional barriers can exist when recognising abuse and neglect in students with special educational needs (SEN) and disabilities. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration.
- Students with SEN and disabilities can be disproportionately impacted by issues such as bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers

### Adults at Risk

Any adult safeguarding concerns must be reported to a member of the safeguarding team as would be the case with a concern relating to a child. The Teeswide Safeguarding Adults Board's Inter-Agency Safeguarding Adults Procedure is included in the link below and will be followed by the College's Safeguarding Team who will refer to the local authority in accordance with these procedures where appropriate.

### **Visitors**

All official visitors to the College are required to report to the College's Town Entrance Desk on arrival and sign in. Visitors are issued with a visitor pass on a blue lanyard which must be worn and visible at all times. Visitors are asked to wait at the Town Entrance until they are collected by a member of College staff. Visitors are not permitted to enter access controlled areas unless accompanied by a member of staff.

Once signed in and approved, members of the public have access to the non-access controlled areas of the College to enable them to use College facilities such as the Francesco Hair and Beauty Salons, the Waterside Brasserie and other catering facilities,

Gymworld, the Fitness Studio, sports facilities and for Children's' party bookings. Parents and carers are responsible for the supervision, safety and behaviour of their child/children whilst on College premises and toilet visits must be supervised by parents/carers on every occasion.

### **Apprentices and Work Experience**

The College has a responsibility to ensure the health, safety and welfare of all students undertaking work placements or apprenticeships with employers.

The College will ensure that employers are aware of this policy and their responsibilities for compliance in relation to Safeguarding and the Prevent duty for any student who is placed with them and that arrangements are in place to ensure that a student's wellbeing is safeguarded.

### **Sub-contracted Provision**

Sub-contractors will be required to have in place effective safeguarding arrangements to ensure that students are safe. The College undertakes a full Due Diligence check on potential sub-contractors prior to awarding them a contract to deliver. This will include a review of the organisation's Safeguarding Policies and Procedures, including Prevent, and evidence of compliance with mandatory Safeguarding and Prevent Training. This is also referenced in the Provider Contract.

## Students with Criminal Convictions

The College is committed to the fair treatment of all students and welcomes applications from a wide range of individuals, including those with criminal convictions.

The College is committed to the equality of opportunity and selects individuals based on their skills, qualifications and experience and not on their background or personal circumstances. Having a criminal conviction will not necessarily prevent someone from studying at the College.

The College is mindful, however, of the duty of care it owes to its students, staff and the wider community to act reasonably to protect their health, safety and welfare. As a consequence, the College requires all applicants to disclose any criminal convictions on application and re-enrolment.

If a criminal conviction is disclosed or otherwise brought to the College's attention, the College will work with that person to determine the level of risk posed by the conviction to both the individual and/or to others. The individual will be required to complete a Criminal Convictions Disclosure Form (**Appendix E**) providing the College with further information about the offence and contact details for any relevant third party e.g. a Probation Officer.

The information given on the Disclosure Form will then be used to assess whether there is any risk posed should the individual enrol on a course at the College. An interview must take place with one of the nominated Safeguarding Team prior to enrolment to approve the application and sign the enrolment form.

Where medium/high risk has been identified, this will be referred to the Safeguarding Operational Group and enrolment deferred until a decision is reached.

## Concerns about another Staff Member

It is recognised that sometimes allegations may involve a member of College staff. In these circumstances the allegation must be reported directly to the Principal / Chief Executive.

In the absence of the Principal, the Vice Principal for Staff & Students or the Director of Human Resources must be informed. On receipt of such an allegation, Middlesbrough College's Disciplinary Procedures relating to allegations of abuse will be followed. Additionally, the Chairman of Governors (or Vice Chairman of Governors in their absence) will be notified if the allegations relate to the Principal / Chief Executive.

<b>Jane Steel</b>	Vice Principal Staff & Students	Room 0.094 Extension: 3775 Mobile: 07789 272194 <a href="mailto:j.steel@mbro.ac.uk">j.steel@mbro.ac.uk</a>
<b>Kelly Parkinson</b>	Executive Director of Human Resources	Room 4.032 Extension 3565 07912 478969 <a href="mailto:k.parkinson@mbro.ac.uk">k.parkinson@mbro.ac.uk</a>

## Concerns about Safeguarding Practices

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the College's safeguarding practices and that such concerns would be taken seriously by the College's Senior Leadership Team.

If staff members have any concerns about the College's safeguarding regime, they should raise this initially with their Line Manager. If no immediate action is taken, then appropriate Whistle-blowing Procedures are in place for such concerns to be raised with the College's Senior Leadership Team.

Where a staff member feels unable to raise an issue with the College or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at - Advice on Whistleblowing:

<https://www.gov.uk/whistleblowing>

The College has a Public Interest Disclosure Policy which is available on the Staff Portal.

The NSPCC's – 'what you can do to report abuse', dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures or have concerns about the way a concern is being handled by the College. Staff can call 0800 028 0285 – line is available from 0800 – 2000, Monday to Friday. Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Alternatively, staff can write to:

National Society for the Prevention of Cruelty to Children (NSPCC)  
Weston House  
42 Curtain Lane  
London  
EC2A 3NH

## **Responsibilities**

### **The Governing Body will:**

1. Ensure that the College has an effective Safeguarding Policy in place which is updated annually and that the College contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children 2018', 'Keeping Children Safe in Education 2019' and the 'Care Act 2014'.
2. Ensure that the College's Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the local Safeguarding Children Partnerships and the Teeswide Safeguarding Adults Board.
3. Ensure that the College complies with the Prevent Duty as set out in the Counter-Terrorism and Security Act 2015.
4. Ensure that the policies and procedures in place enable appropriate action to be taken in a timely manner to safeguard and promote students' welfare.
5. Appoint a Governor with responsibility for Safeguarding and Prevent who will liaise with the Principal and the Designated Safeguarding Lead and be a member of the College's Safeguarding & Welfare Committee.
6. Ensure that a Designated Safeguarding Lead is appointed to lead on safeguarding, advise/support staff and liaise with the Local Authority and other agencies. He/she will have status/authority to carry out the role e.g. commit resources to safeguarding and direct staff as appropriate.
7. Give scrutiny to regular reports which will provide detail on the numbers and types of safeguarding incidents and concerns which have arisen, along with updates from Human Resources and Workforce Development.
8. Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
9. Ensure that a member of the Governing Body is nominated to liaise with the designated officer for the relevant local authority and partner agencies in the event of a safeguarding allegation being made against the Principal.

### The Principal / Chief Executive

The Principal / Chief Executive retains overall responsibility for and oversight of Safeguarding within the College and will ensure through the College Senior Leadership Team and the Safeguarding & Welfare Committee that:

1. Safeguarding policies and procedures and any linked Safeguarding policies are fully implemented and followed by all staff.
2. 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 and appropriate manner.
3. Policy / procedures are available to parents / carers on request.

### The Designated / Deputy Safeguarding Leads (DSL)

The Designated / Deputy Safeguarding Lead/s will:

1. Ensure that the Safeguarding Policy, including Prevent, is reviewed annually and the procedures and implementation are reviewed regularly by the Safeguarding & Welfare Committee and Governors.
2. Ensure that the Safeguarding Policy is available publically and that parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this.
3. Provide an Annual Safeguarding Report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by self, staff with specific responsibility and all other staff and Governors and number and type of incidents/cases.
4. Ensure the quality assurance of the provision of safeguarding information, advice and guidance and procedures.
5. Be member of local Safeguarding Children Partnership.
6. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding to make a referral, by liaising with relevant agencies.
7. Keep detailed, accurate, confidential and secure written records of concerns, disclosures and referrals. Ensure all such records are kept confidentially and securely.
8. Liaise with the Safeguarding Team / any other relevant staff to inform of any issues/ongoing investigations via the Safeguarding Operational Group.
9. Ensure the Safeguarding Team acts as a key point of referral for students / staff / volunteers / parents / carers, offer advice, assess information promptly, take action or refer on to the Designated / Deputy Safeguarding Lead so that the

College can respond swiftly and appropriately to all concerns referrals and disclosures.

10. Have access to resources and attend any relevant or refresher training courses at least every two years.
11. Ensure that a member of the Safeguarding Team or the Personal Tutor attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report.

### The Safeguarding & Welfare Committee

The Safeguarding & Welfare Committee will:

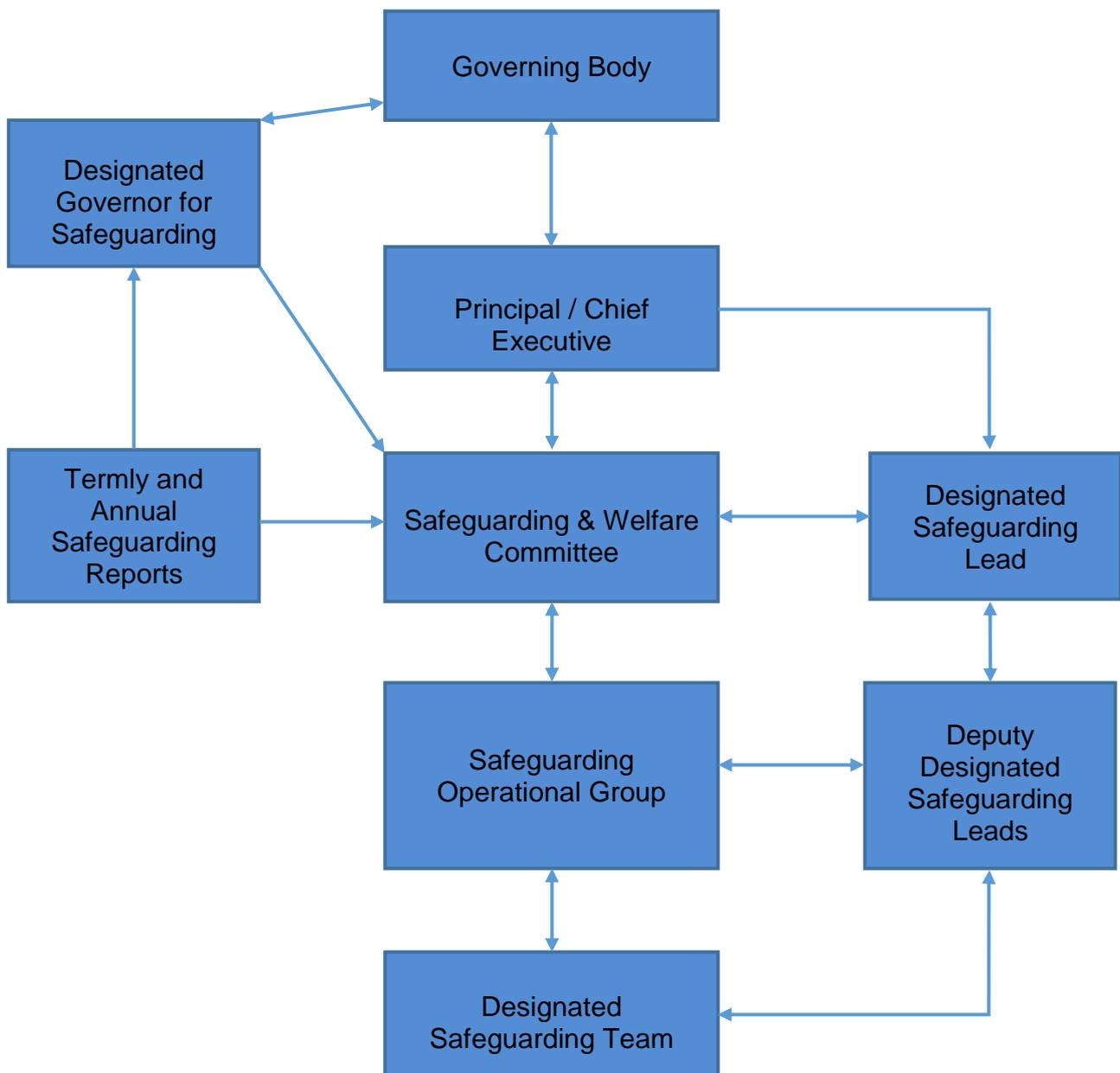
1. Oversee and review the College's Safeguarding Policy and Procedures, including linked policies.
2. Raise awareness of developments in safeguarding legislation and good practice.
3. Ensure the quality assurance of provision of safeguarding information, advice and guidance.
4. Ensure compliance with national standards and Local Safeguarding Partnership guidance through annual audits.
5. Receive and commission reports from the College's Safeguarding Operational Group.
6. Receive feedback from Student Union Representatives on any safeguarding issues.
7. Receive and monitor reports relating to safeguarding in the curriculum.
8. Receive and commission reports on any trends or developing issues in relation to security matters at the College or in the surrounding areas.
9. Receive and commission reports from the Health & Safety team on the progress of safeguarding through the effective use of risk management.
10. Monitor the staff and Governors' workforce development record in relation to Safeguarding and Prevent.
11. Receive and review the annual College Safeguarding Report prepared prior to presentation to the Governors.

## The Safeguarding Operational Group

The Safeguarding Operational group will:

1. Discuss specific concerns raised and identify trends, through referrals made for all safeguarding issues including Prevent.
2. Review the criminal disclosures where medium / high risk has been identified and approve enrolment is appropriate.
3. Ensure updated legislation / good practice is shared with relevant colleagues.
4. Provide a forum for supporting colleagues with issues raised.
5. Ensure training for staff is up to date. In compliance with the statutory guidance, Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2019), the College will:
  - i. Ensure all staff receive a mandatory induction which includes Safeguarding and Prevent training. Staff will receive copy of the Safeguarding Students Policy and Procedures, the Staff Code of Conduct and a copy of Keeping Children Safe in Education Part One.
  - ii. Provide the Designated Safeguarding Lead (and deputies) with specific and additional training at least every two years.
  - iii. Provided Designated Safeguarding Persons with specific and additional training at least every two years.
  - iv. Provide external 1:1 safeguarding supervision for members of the Safeguarding Team.
6. Prepare reports for the Safeguarding & Welfare Committee

For information, an illustration of the roles and responsibilities associated with the Safeguarding Policy is as follows:



## Appendix A

### Definitions

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (Peer on Peer Abuse)

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Specific Safeguarding Issues**

### **Bullying, including Cyberbullying**

Bullying is defined as 'the persistent intentional harming of another person with an unequal power relationship'. (*Bullying Intervention Group*).

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either emotionally or physically.

Bullying differs from banter because there is a deliberate intention to hurt or humiliate, there is an unequal power balance and it is usually persistent or systematic.

Examples of bullying can include:

- Verbal – threatening or intimidating behaviour, name calling, put downs and sexual and racist remarks.
- Physical – kicking, punching, hitting, spitting, biting, tripping someone up and damaging belongings or college work.
- Coercion – threats or forcing someone to do what they do not want to do.
- Emotional – rejection or isolating tactics, staring or threatening looks, playing on fears or sensitivities, remarks about personal appearance.
- Indirect – lies and rumour spreading, talking behind a person's back, using chatrooms or websites to spread or invite hatred.
- Cyberbullying – an aggressive and intentional act carried out by a group or individual, using electronic forms of contact repeatedly over time.
- Prejudice-driven bullying – when bullying is driven by negative attitudes towards another group of people or because the victim is seen as 'different' in some way. This can become more severe over time and can lead to hate crime. It can be related to race, religion or culture, special educational needs or disabilities, appearance or health conditions, sexuality or gender, perceived sexual orientation

and any so-called perceived differences

### **Children and the Court System and Children with Family Members in Prison**

It is possible that some students may be required to give evidence in criminal courts, either for crimes committed against themselves or for crimes they have witnessed. Giving evidence in court is distressing for anyone and students may need to access support and assistance with this process.

It may be that students may have a parent in prison or sent to prison. These students are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Students may need to access support to help to mitigate the negative consequences of this.

### **Child Missing from Education**

A young person going missing from education is a potential indicator of abuse or neglect. College staff should follow the College's procedures for dealing with students that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Any concerns should be referred to a member of the Safeguarding Team.

As the College is providing education for young people of compulsory school age the College will work collaboratively with the relevant school/local authority in order to share information about the attendance and/or absences of that child.

### **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

**Some of the following signs may be indicators of child sexual exploitation:**

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

**Child Trafficking and Modern Slavery**

Child trafficking is child abuse. It is defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation. It is a criminal offence under **Modern Slavery** legislation. A child is any person under the age of 18, and children cannot consent to being exploited.

Children can be trafficked into and out of the UK, and within the UK itself. They can be trafficked by parents, extended family members, known adults from a child's community or by strangers. Trafficking often involves organised international networks of criminal gangs.

**Child trafficking is child abuse.** It requires a child protection response and multi-agency working, irrespective of the child's immigration status or whether they have engaged in criminal activity.

Children can be exploited through:

- sexual exploitation
- criminal activity (e.g. cannabis cultivation, street crime, moving drugs, benefit fraud, immigration fraud)
- domestic servitude
- labour exploitation (e.g. restaurants, nail bars, agricultural work, factories)
- illegal adoption
- forced marriage
- unreported private fostering arrangements (for any of the above exploitative purposes).

This is not an exhaustive list and children are often exploited in more than one way.

**Domestic Abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

## **Drugs**

The term 'drugs' is used to refer to all drugs:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, and volatile substances
- All over-the-counter and prescription medicines.

The College has a strict no-tolerance policy to illegal drugs and alcohol. This means that all incidents will trigger the disciplinary process. Students under the influence or in possession of them will be suspended whilst the matter is investigated.

Students making disclosures about their own drugs misuse will be made aware of the support that is available from the College through the Safeguarding and Welfare Officers and through external support agencies.

## **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, exaggerated or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms.

Some of the indicators of fabricated or induced illness, include:

- the medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- they can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer.

### **Faith Abuse**

Faith abuse is child abuse linked to faith or belief.

Abuse can be separated into five different areas:

- abuse as a result of a child being accused of being a 'witch'
- abuse as a result of a child being accused of being possessed by 'evil spirits'
- ritualistic abuse which is prolonged sexual, physical and psychological abuse
- satanic abuse which is carried out in the name of 'satan' and may have links to cults
- any other harmful practice linked to a belief or faith

The forms of abuse that follow fall into the four main categories below:

**Physical Abuse** - this can involve ritualistic beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.

**Emotional Abuse** - emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members, and threatened with abandonment. The child may also be persuaded that they are possessed.

**Neglect** - in situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.

**Sexual Abuse** - children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat.

Child abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide across various religions including Christians, Muslims and Hindus.

The number of known cases suggests that only a small minority of people who believe in witchcraft or spirit possession go on to abuse children.

Abuse may happen anywhere, but it most commonly occurs within the child's home.

### **Gender-based Violence / Violence against Women and Girls (VAWG)**

Violence Against Women and Girls (VAWG) is the term given to all forms of violence and abuse experienced disproportionately by women and girls, or experienced by them because of their gender and this term covers includes other specific safeguarding issues defined within this policy.

Gender-based violence and violence against women can include:

- Physical, sexual and psychological violence occurring in the family, within the general community or in institutions, including: domestic abuse, rape, incest and child sexual abuse.
- Sexual harassment and intimidation at work and in the public sphere; commercial sexual exploitation, including prostitution, pornography and trafficking.
- Dowry related violence.
- Female genital mutilation.
- Forced and child marriages.
- 'Honor' crimes.
- Commercial sexual exploitation including activities such as pornography, prostitution, stripping, lap dancing, pole dancing and table dancing.
- Sexual harassment and stalking.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a student's welfare.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

The College recognises that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets summarise the new duties. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

## **Honour Based Violence (HBV)**

So-called 'honour based violence' encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, staff should speak to one of the Safeguarding Team.

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

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Although the age of students at the 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, has suffered FGM or that a sister or family member is at risk. College staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The new mandatory reporting duty for FGM, introduced via the Serious Crime Act 2015, came into effect on 31 October 2015. This duty requires the College to report known cases of FGM in under 18 year olds to the police.

## **Forced Marriage**

when someone is made to feel like they're bringing shame on their family). Financial abuse (taking wages or not giving money) can also be a factor.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example,

## **Breast Ironing**

Breast Ironing, also known as "Breast Flattening", is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is classified as physical abuse.

## **Mental Health**

Mental health problems can include depression, anxiety, eating disorders, self-harm, suicidal tendencies and the potential risk of harming others.

The College's Student Counselling Service will ensure the most appropriate support is provided to help students with any difficulties they may be experiencing that could have a negative impact on their College life. Students can seek support from the Counselling Service for various issues such as:

- Relationship problems.
- Family break-up/divorce.
- Depression.
- Study problems.
- Anger Management.
- Self-harming behaviours.
- Feeling dissatisfied with life or self.
- Domestic Violence/Abuse (past/present).
- Stress/Anxiety.
- Bereavement.
- Low self-confidence / self-esteem.
- Issues with drugs or alcohol.
- Suicidal thoughts.

## **Private Fostering**

Private fostering is when a child up to the age of 16 (or 18 if the child has a disability) is placed for more than 28 days in the care of someone who is not a close relative, guardian or someone with parental responsibilities.

The College must notify the relevant local authority of a privately fostered arrangement that comes to their attention, to allow the local authority to check the arrangement is suitable and safe for the child.

## **Preventing Radicalisation**

The Prevent Duty, introduced as part of the Counter-Terrorism and Security Act 2015. Came into effect for key bodies including schools, health bodies and police on 1 July 2015. The duty commenced for higher and further education institutions from the 18 September 2015.

The aim of the Prevent Strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to have "due regard to the need to prevent people from being drawn into terrorism". This includes not just violent extremism but also non-violent

extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Students are vulnerable to extremist ideology and radicalisation. Similar to protecting students from other forms of harms and abuse, protecting them from this risk is part of the College's safeguarding approach.

Where deemed appropriate, the College will seek external support for students through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities and prevent them becoming further radicalised.

Where deemed appropriate, the College will seek external support for students through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities and prevent them becoming further radicalised.

### What is Extremism?

Extremism is defined in the national Prevent Strategy as any 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. This also includes calling for the death of members of the armed forces. Prevent covers international and domestic terrorist threats, and includes the activities of far right groups, and animal rights groups.

### What is Radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a person's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

The following indicators identify factors that may suggest a young person or their family may be vulnerable to being drawn into extremism:

- Identity crisis - distance from culture religious heritage and uncomfortable with their place in the society around them.
- Personal crisis - family tensions, sense of isolation, adolescence low self-esteem, disassociation from existing friendship groups and becoming involved with a new and different group of friends searching for answers to questions about identity, faith and belonging.
- Personal circumstances e.g. migration, local community tensions, events affecting Country and region of origin, alienation from UK values having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy, unmet aspirations, perceptions of injustice feeling of failure, rejection of civic life, criminality, experiences of imprisonment, poor resettlement, reintegration, previous involvement with criminal groups.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Potential indicators of radicalisation are listed below:

- Use of inappropriate language
- Possession or accessing violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Articulating support for violent extremist causes or leaders
- Using extremist views to explain personal disadvantage
- Joining or seeking to join extremist organisations
- Seeking to recruit others to an extremist ideology

### What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk from radicalisation using collaboration between local authorities, statutory partners, the police and local community to:

- Identify individuals at risk of being drawn into terrorism.
- Assess the nature and extent of that risk.
- Develop the most appropriate support plan for the individual concerned.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate will be dealt with in line with the Student Disciplinary Policy and the Code of Conduct for staff.

Staff should use their professional judgement and discuss with a Designated Safeguarding Person if they have any concerns. Once assessed, and if appropriate, this will be referred in to the Channel Panel Process as per the flowchart below on the following page.

The College has an identified single point of contact (SPOC) in relation to Prevent which is the Vice Principal Staff and Students and the Designated Safeguarding Lead and any concerns discussed with any member of the Safeguarding Team will be passed on and referred if appropriate.

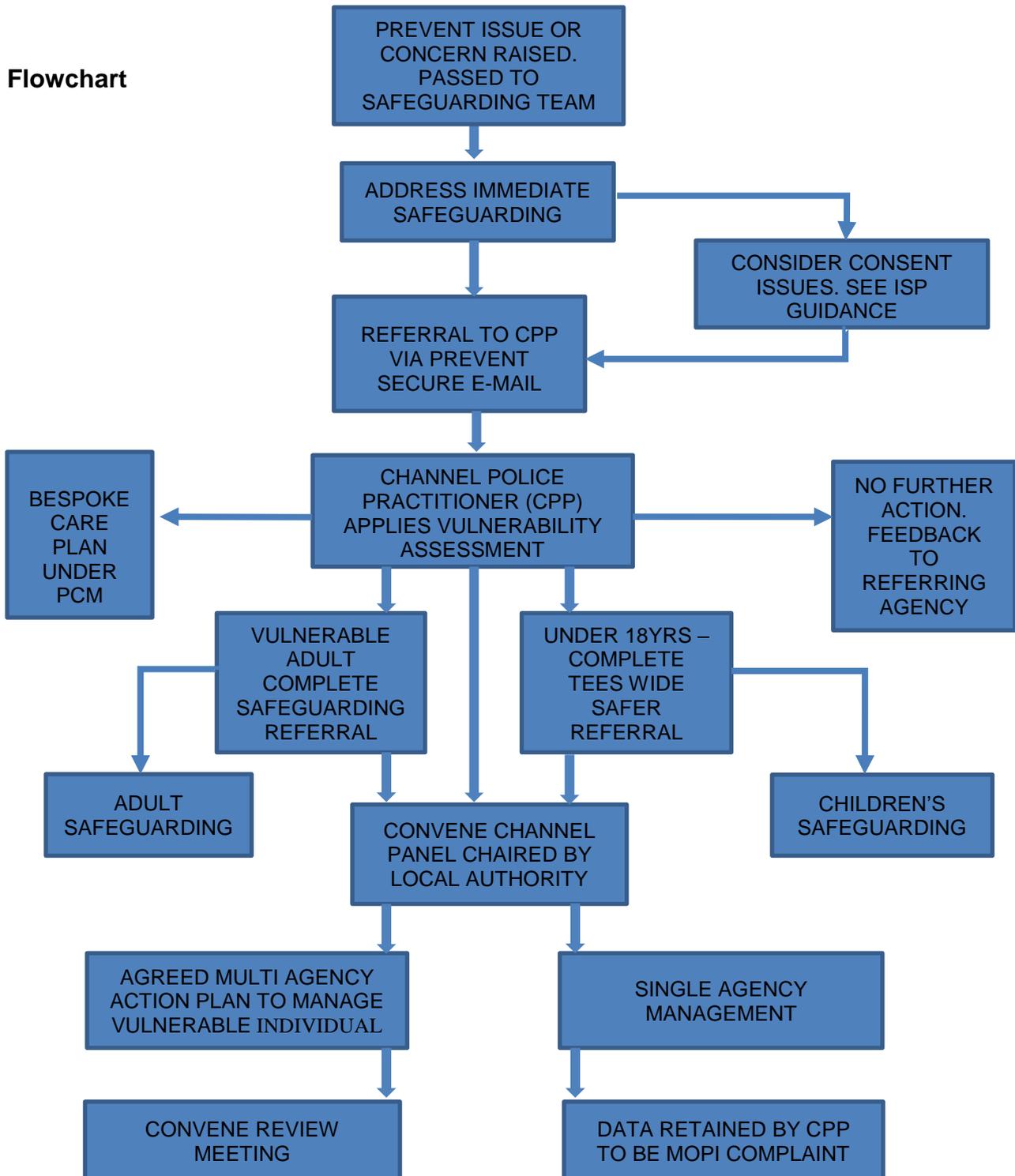
To ensure compliance with the Prevent duty, all staff must make sure that they:

- Undertake training in the Prevent duty as identified by the College to ensure they have an understanding of the factors that make people vulnerable to being drawn into terrorism and that they are able to recognise this vulnerability and are aware of what action to take.

- Exemplify British/Community Values into their work and practice and that opportunities in the curriculum are used to promote these values to students.

## Channel Referral Process

Flowchart



CPP - Channel Police Practitioner

### **Youth Produced Sexual Imagery (Sexting)**

Making, possessing and distributing imagery of someone under 18, which is indecent, is illegal. This includes imagery created by under 18s themselves. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically, it is an offence to possess, distribute, show and make images of children. The Sexual Offences Act 2003 defines a child, for the purposes of indecent images, as anyone under the age of 18.

The latest guidance from the UK Council for Child Internet Safety (UKCCIS) introduces the phrase 'youth produced sexual imagery' instead of 'sexting'. (August 2016). This guidance refers to sexual imagery and not indecent imagery as indecent is subjective and has no specific definition in law.

The type of incidents covered by this guidance are:

- A person under the age of 18 creates and shares sexual images of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and this should be reported to the police.

### **Handling Incidents**

1. All incidents involving youth produced sexual imagery should be reported to the Safeguarding Team.
2. An initial review meeting will be held and subsequent interviews with the young people involved, if appropriate.
3. Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
4. At any point in this process if there is a concern that a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

An immediate referral to the police and/or children's social care will be made at this initial stage if:

1. The incident involves an adult.
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent, for example due to a learning difficulty.
3. What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's development age or are violent.
4. The imagery involves sexual acts and any child in the imagery is under 13.
5. There is reason to believe that a young person is at risk of harm owing to the sharing of imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply the College may decide to respond to the incident without involving the police or children's social care. Although the sharing of sexual imagery is illegal, the National Police Chief's Council (NPCC) is clear that 'youth produced sexual imagery should be primarily treated as safeguarding issue' and the law was also created to protect children and young people and not to criminalise them.

The decision to respond to the incident without involving the police or children's social care will be made when the Designated Safeguarding Lead is confident that there is enough information to assess the risks to the young people involved and that the risks can be managed within the College's pastoral support and disciplinary policy.

### **Relationship Abuse**

Relationship abuse is a pattern of abusive and coercive behaviors used to maintain power and control over a former or current intimate partner. Abuse can be emotional, financial, sexual or physical and can include threats, isolation, and intimidation. Abuse tends to escalate over time.

The term 'relationship abuse' includes other specific safeguarding issues defined within this policy.

## Sexual Violence and Sexual Harassment

### **Context**

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

The information below covers children of **all ages**, from the primary through secondary stage and into colleges. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting children, the College will of course protect any adult students and engage with adult social care, support services and the police as required.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours - (potentially criminal in nature) as dismissing or tolerating such behaviours risks normalising them.

### Sexual Violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

## **What is Consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

## **Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

The College will manage any reports of child on child sexual violence and harassment in line with the DfE guidance 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' May 2018.

**Upskirting**

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

**Youth Violence**

Youth violence, serious or otherwise, may be a function of gang activity. However, it could equally represent the behaviour of a young person acting individually in response to his or her particular history and circumstances.

Serious youth violence can be defined as any offence of the most serious violence or weapon enabled crime, where the victim is aged 1-19, e.g. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm.

Youth violence can be defined in the same way, but also includes assault with injury offences.

## Types of Abuse and Neglect - Care Act 2014

<p><b>Physical Abuse</b></p>	<p><b>Financial or Material Abuse</b></p>
<p>Including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.</p>	<p>Including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.</p>
<p><b>Sexual Abuse</b></p>	<p><b>Psychological Abuse</b></p>
<p>Including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.</p>	<p>Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.</p>
<p><b>Modern Slavery</b></p>	<p><b>Discriminatory Abuse</b></p>
<p>Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.</p>	<p>Including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.</p>
<p><b>Organisational Abuse</b></p>	<p><b>Neglect and Acts of Omission</b></p>
<p>Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.</p>	<p>Including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.</p>
<p><b>Self-Neglect</b></p>	<p><b>Domestic Abuse</b></p>
<p>This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.</p>	<p>Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can be, but not limited to: psychological, sexual, financial and emotional.</p>

## Appendix B

### Safeguarding Contacts

Name	Title	Contact Details
<b>Mrs Carole Cooney</b>	Governor with Safeguarding responsibility	Contact via the Clerk to the Corporation Miss Claire Harrison 01642 333650 <a href="mailto:c.harrison@mbro.ac.uk">c.harrison@mbro.ac.uk</a>
<b>Jane Steel</b>	Vice Principal Students  Designated Safeguarding Lead	Room 0.094 Extension: 3775 Mobile: 07789 272194 <a href="mailto:j.steel@mbro.ac.uk">j.steel@mbro.ac.uk</a>
<b>Jenni Cairns</b>	Director of the Department Progression Studies  Deputy Designated Safeguarding Lead	Room 0.095 Extension: 3528 Mobile: 07919 394709 <a href="mailto:j.cairns@mbro.ac.uk">j.cairns@mbro.ac.uk</a>
<b>Joanne Fields</b>	Student Support Services Manager  Deputy Designated Safeguarding Lead	Room 0.079A Extension: 3629 Mobile: 07786 197564 <a href="mailto:j.fields@mbro.ac.uk">j.fields@mbro.ac.uk</a>
<b>Samantha Anderson</b>	Safeguarding and Welfare Officer	Student Services Extension: 3687 Mobile: 07900547174 <a href="mailto:sa.anderson@mbro.ac.uk">sa.anderson@mbro.ac.uk</a>
<b>Roxanne Harding</b>	Safeguarding and Welfare Officer	Student Services Extension: 3687 Mobile: 07833239645 <a href="mailto:r.harding@mbro.ac.uk">r.harding@mbro.ac.uk</a>
<b>Julia Mitchinson</b>	Safeguarding and Welfare Officer	Student Services Extension: 3689 Mobile: 07768 596948 <a href="mailto:j.mitchinson@mbro.ac.uk">j.mitchinson@mbro.ac.uk</a>
<b>Nicola Jones</b>	Welfare Officer - TTE	TTE Direct line: 01642 462266 Mobile: 07921 485460 <a href="mailto:nicola.jones@tte.co.uk">nicola.jones@tte.co.uk</a>

## Incident Managers on Duty Rota only

Name	Title	Contact Details
<b>Andy Wond</b> Incident Manager 1700 - 2100	Executive Director IT and Estates	Room: 0.080 Extension:3466 Mobile: 07590 507992 <a href="mailto:a.wond@mbro.ac.uk">a.wond@mbro.ac.uk</a>
<b>John Chance</b> Incident Manager 1700 - 2100	Vice Principal Quality & Performance	4 <sup>th</sup> Floor Extension: 3386 Mobile: 07825 263466 <a href="mailto:jd.chance@mbro.ac.uk">jd.chance@mbro.ac.uk</a>
<b>Gary Millward</b> Incident Manager 1700 - 2100	Head of Health and Safety	4 <sup>th</sup> Floor Extension: 3364 Mobile: 07794 090449 <a href="mailto:g.millward@mbro.ac.uk">g.millward@mbro.ac.uk</a>
<b>Gary Rogers</b> Incident Manager 1700 - 2100	Facilities Manager	Room 0.091 Extension: 3573 Mobile: 07919 394623 <a href="mailto:g.rogers@mbro.ac.uk">g.rogers@mbro.ac.uk</a>
<b>Ben Hawking</b> Incident Manager 1700 - 2100	Health & Safety Advisor	4 <sup>th</sup> Floor Extension: 3418 Mobile: 07717 701341 <a href="mailto:b.hawking@mbro.ac.uk">b.hawking@mbro.ac.uk</a>
<b>Emma Clarke</b> Incident Manager 1700 - 2100	Safety & Building Services Manager	Extension: 3537 Mobile: 07795333197 <a href="mailto:e.clarke@mbro.ac.uk">e.clarke@mbro.ac.uk</a>

## External Contacts - Local Authority

Children's/Adult Social Care	Office hours	Out of Hours / Emergency Duty Team	Email
<b><u>Durham</u></b>			
First Contact	03000 267 979	03000 267 979	<a href="mailto:scd@durham.gov.uk">scd@durham.gov.uk</a>
Adult Safeguarding	03000 267 979	03000 267 979	<a href="mailto:safeguardingadults@durham.gov.uk">safeguardingadults@durham.gov.uk</a>
<b><u>Darlington</u></b>			
The Children's Access Point	01325 406222	01642 524552	<a href="mailto:childrensaccesspoint@darlington.gov.uk">childrensaccesspoint@darlington.gov.uk</a>
Adult Safeguarding	01325 406111	01642 524552	<a href="mailto:ssact@darlington.gov.uk">ssact@darlington.gov.uk</a>
<b><u>Gateshead</u></b>			
Gateshead Council's Children's Social Care	0191 433 2653	0191 477 0844	<a href="mailto:R&amp;Aduty@gateshead.gov.uk">R&amp;Aduty@gateshead.gov.uk</a>
Adult Safeguarding	0191 433 7033	0191 433 7033	<a href="mailto:adultsocialcaredirect@gateshead.gov.uk">adultsocialcaredirect@gateshead.gov.uk</a>
<b><u>Hartlepool</u></b>			
The Hartlepool and Stockton-on-Tees Children's Hub	01429 284284/ 01642 130080	01642 524552	<a href="mailto:childrenshub@hartlepool.gov.uk">childrenshub@hartlepool.gov.uk</a>
Adult Safeguarding	01429 523390	01642 524552	<a href="mailto:iSPA@hartlepool.gov.uk">iSPA@hartlepool.gov.uk</a>
<b><u>Middlesbrough</u></b>			
First Contact Team	01642 130700	01642 524552	<a href="mailto:southteesmach@middlesbrough.gov.uk">southteesmach@middlesbrough.gov.uk</a>
Adult Safeguarding	01642 065070	01642 524552	<a href="mailto:adultaccessteam@middlesbrough.gov.uk">adultaccessteam@middlesbrough.gov.uk</a>
<b><u>Newcastle</u></b>			
Initial Response Service	0191 277 2500	0191 278 7878	<a href="mailto:edt@newcastle.gov.uk">edt@newcastle.gov.uk</a>
Adult Safeguarding	0191 278 8377	0191 278 7878	-
<b><u>North Yorkshire</u></b>			
Multi Agency Screening Team (MAST)	01609 780780	01609 780780	<a href="mailto:Children&amp;families@northyorks.gov.uk">Children&amp;families@northyorks.gov.uk</a>
Adult Safeguarding	01609 780780	01609 780780	<a href="mailto:social.care@northyorks.gov.uk">social.care@northyorks.gov.uk</a>

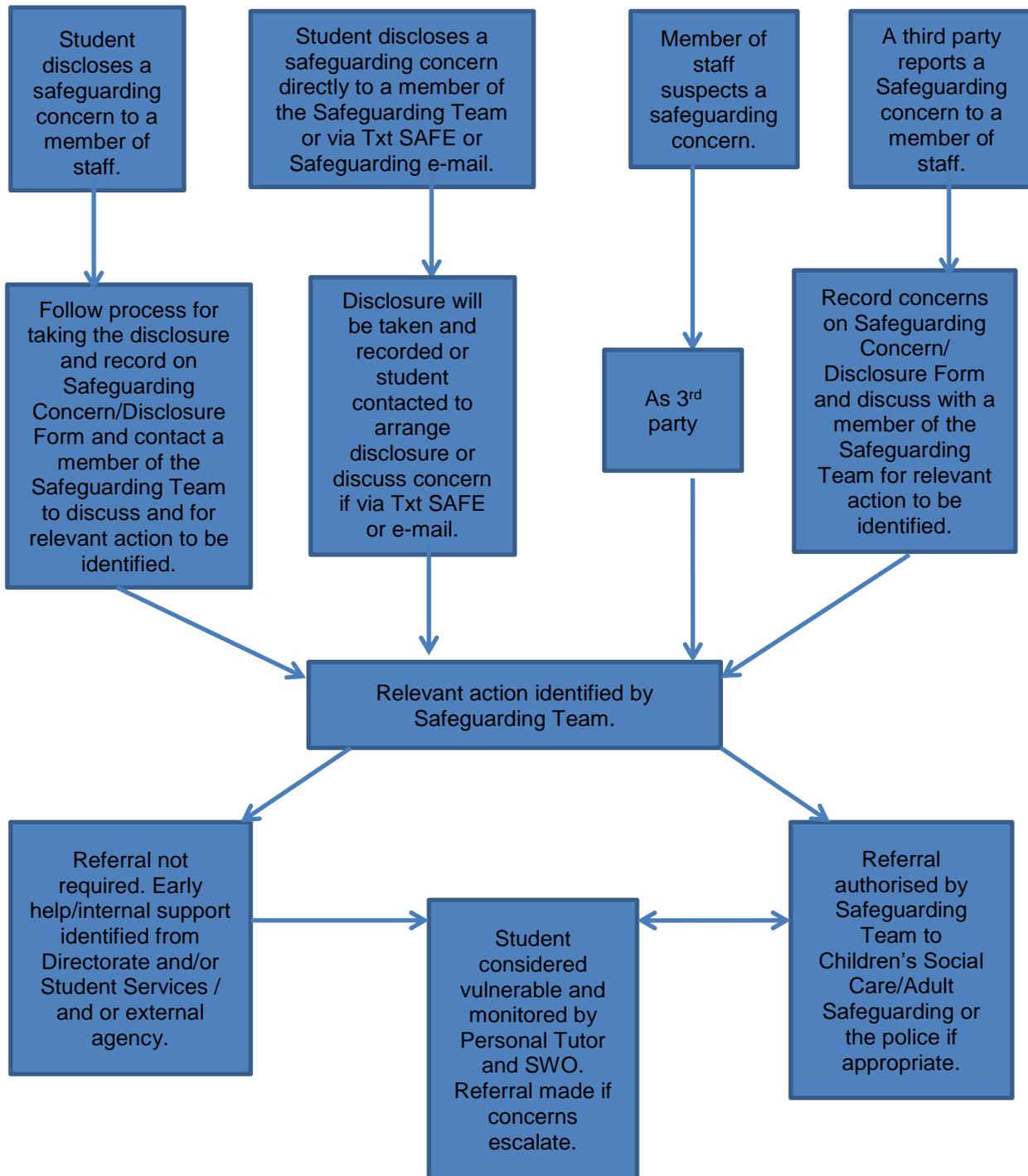
<b>Children's/Adult Social Care</b>	<b>Office hours</b>	<b>Out of Hours / Emergency Duty Team</b>	<b>Email</b>
<b><u>North Tyneside</u></b>			
The Front Door Service	0345 2000 109	0191 200 6800	
Adult Safeguarding	0191 643 2777	0191 200 6800	
<b><u>Northumberland</u></b>			
First Contact	<b>01670 536400</b>	<b>0345 6005252</b>	<a href="mailto:Childrenstriage@northumberland.gov.uk">Childrenstriage@northumberland.gov.uk</a>
Safeguarding Adults	01670 536 400	0345 600 5252	<a href="mailto:onecall@northumbria.nhs.uk">onecall@northumbria.nhs.uk</a>
<b><u>Redcar &amp; Cleveland</u></b>			
The First Contact Team	01642 130700	01642 524552	<a href="mailto:southteesmach@riddlesbrough.gov.uk">southteesmach@riddlesbrough.gov.uk</a>
Adult Safeguarding	01642 065070	01642 524552	<a href="mailto:adultaccessteam@middlesbrough.gov.uk">adultaccessteam@middlesbrough.gov.uk</a>
<b><u>South Tyneside</u></b>			
Children's Referral and Assessment Team	0191 424 5010	0191 456 2093	<a href="mailto:letstalk@southtyneside.gov.uk">letstalk@southtyneside.gov.uk</a>
Safeguarding Adults	0191 424 6000	0191 456 2093	<a href="mailto:letstalk@southtyneside.gov.uk">letstalk@southtyneside.gov.uk</a>
<b><u>Stockton-on-Tees</u></b>			
The Hartlepool and Stockton-on-Tees Children's Hub	01429 284284 / 01642130080	01642 524552	<a href="mailto:childrenshub@hartlepool.gov.uk">childrenshub@hartlepool.gov.uk</a>
Adult Safeguarding	01642 527764	01642 524552	<a href="mailto:FirstContactAdults@stockton.gov.uk">FirstContactAdults@stockton.gov.uk</a>
<b><u>Sunderland</u></b>			
Children's Safeguarding	0191 561 7007	0191 520 5552	<a href="mailto:safeguarding.children@togetherforchildren.org.uk">safeguarding.children@togetherforchildren.org.uk</a>
Safeguarding Adults	0191 548 4015	0191 548 4015	<a href="mailto:safeguarding.adults@sunderland.gov.uk">safeguarding.adults@sunderland.gov.uk</a>

## External Services Contacts

Team	Office Numbers	Other Numbers	Email
<b>The Prevent Team -</b> Channel Co-ordinator	01642 302028/ 01642 301412	Police: 101 / 999  National Anti- Terrorism hotline: 0800 789 321	<a href="mailto:prevent.contest@cleveland.pnn.police.uk">prevent.contest@cleveland.pnn.police.uk</a>
<b>HALO Project</b> Support for victims of Honour Based Violence, forced marriage and FGM Vanguard Suite 307a Broadcasting House Middlesbrough TS1 5JA	01642 683045	08081 788 424	<a href="mailto:info@haloproject.org.uk">info@haloproject.org.uk</a>
<b>My Sisters Place</b> Domestic Violence Service 123 Borough Road Middlesbrough TS1 3AN	01642 241864		<a href="mailto:hello@mysistersplace.ac.uk">hello@mysistersplace.ac.uk</a>
<b>Harbour</b> Domestic Violence Service 15 Whitburn Street Hartlepool TS24 7QR	03000 20 2525 (24 hours)		<a href="mailto:info@myharbour.org.uk">info@myharbour.org.uk</a>
<b>EVA Women's Aid</b> Redcar High Street 86 High Street Redcar TS10 5QZ	01642 490677		<a href="mailto:info@eva.org.uk">info@eva.org.uk</a>
<b>SARC - Sexual Assault</b> Referral Centre 13 Trinity Mews North Ormesby Middlesbrough	03333 44 8283		<a href="mailto:info@sarc-support.uk">info@sarc-support.uk</a>
<b>Roseberry Park Hospital</b> Crisis Team Roseberry Park Marton Rd Middlesbrough TS4 3AF	01642 837300 (Adult Crisis Team)	0300 013 2000 - <b>Option 6</b> (CAMHS Crisis Team)	-

## Appendix C

### Safeguarding Students Procedure Flow Diagram





**Follow Up / Outcome**

**Safeguarding Team Member:**

**Categorise as:**

**Completed by:**

**Date:**

## Appendix E

### Strictly Confidential

### Disclosure of Criminal Convictions

#### Section 1 - Personal Details

<b>Surname</b>	
<b>Forename</b>	
<b>Date of Birth</b>	
<b>Address</b>	
<b>Telephone number</b>	

#### Section 2 - Proposed Course Details

Please give details of the course you have applied for.

<b>Course</b>	
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#### Section 3 - Declaration Made in Error:

I confirm that I do not hold any criminal convictions and that the positive declaration made on my application/enrolment form was made in error.

Signature .....

Date .....

## Section 4 - Details of Conviction/s

*(Additional convictions to be continued on additional sheets if necessary)*

<b>Full details of conviction</b>	
<b>Date of conviction</b>	
<b>Details of sentence, including any restrictions imposed</b>	
<b>Specialist agency contact details e.g. National Probation Service, Youth Offending Service, Multi-Agency Public Protection Arrangements</b>	
<b>Course appropriateness e.g. timetable, duration, health and safety factors, work placement, DBS requirement *</b>	

\*Some courses are exempt from the Rehabilitation of Offenders Act 1974 and you are required to declare all convictions including cautions, reprimands and final warnings.

## Section 5 - Declaration

In order to further my application to study at Middlesbrough College and for no other purpose. I give my permission for the College to contact any external agencies in relation to this declaration.

I accept that, as a result of the discussions of the College's Safeguarding Panel, my application may be deferred or terminated and I will be withdrawn from any course(s) that I have applied to join. There is no right of appeal following a decision made by the College's Safeguarding Panel.

I understand that I must inform the College if I later become involved in any further criminal investigations and / or convictions that have not been declared above.

I understand that if I am found not to have revealed a criminal conviction, my application or enrolment may be terminated immediately.

Signature	Date

### Approval for Enrolment

Risk	Title	Signature
Low	Designated Safeguarding Officer	
Medium	Assistant Principal / Director of Programme	
High	Vice Principal Students	

## **Appendix F**

- Code of Conduct for All Staff
- Distribution of Leaflets, Posters and Other Publicising Material
- External Speakers and Events Policy
- First Aid Standard
- Fundraising Policy
- Health, Safety and Welfare Policy
- Learner IT Acceptable Use Policy
- Looked After Children Policy
- Multi Faith Prayer Room Policy
- Staffing and Recruitment Appointment Policy and Guidelines
- Staff Computer Acceptable Use Policy
- Staff Social Media Policy
- Student Bullying and Harassment Policy
- Student Visits Policy and Procedures