



CHILD (STUDENT) PROTECTION POLICY

Child (Student) Protection Policy

Safeguarding Procedures and Guidance

Collingham College is fully committed to safeguarding its students of all ages. Staff members working with young people are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a student, staff should always act in the interests of the student.

- 1. Definition of Safeguarding from *Keeping Children Safe in Education (KCSIE) (DfE): 2020.*** This is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- 2. Our School's Designated and Deputy Safeguarding Lead and Prevent Officer for the College:** They provide support to staff members to carry out their safeguarding duties. They also will liaise closely with other services. The Collingham DSL and Deputy DSL (who are members of the senior leadership team) with lead responsibility for child protection are:

Designated Safeguarding Lead (DSL) and Prevent Officer for the College

Dr Sally Powell, Principal, is the Designated Safeguarding Lead (DSL) for the whole college
Contact details: telephone: 020 7244 7414; 07393 584162 (Twenty Four Hours) Email: sally.powell@collingham.co.uk

Designated Safeguarding Lead (DSL) and Prevent Officer for the GCSE Department

James Alder, Head of GCSE and Deputy Principal, is the Designated Safeguarding Lead (DSL) for the GCSE and DDSL for the whole college
Contact details: telephone: 020 7584 7196; Email: james.alder@collingham.co.uk

Deputy Designated Safeguarding Lead (DDSL) and Deputy Prevent Officer for the College

Kerim Aytac, Director of Studies, is the Deputy Designated Safeguarding Lead (DDSL) for the whole college. Contact details: telephone: 020 7244 7414; Email: kerim.aytac@collingham.co.uk

Nominated Board Director for Safeguarding and Prevent Duties

Edward Browne is the nominated Board Member for Safeguarding who will liaise with the local authority on issues of child protection. Contact details: telephone: 07503915737 (twenty four hours) Email: collingham23@hotmail.com

Collingham has a good working relationship with the Royal Borough of Kensington and Chelsea. **The Local Safeguarding Student's Board applicable to Collingham is the Royal Borough of Kensington and Chelsea LSCB.** This is an independent statutory board that ensures everyone is working together for the safety and wellbeing of children and young people in the Borough and Collingham communicates readily with them.

The website address for the LSCB is <https://www.rbkc.gov.uk/sharedservices/lscb.aspx> and the email address is socialservices@rbkc.gov.uk. Copies of the LSCB procedures are available from the college office. The Royal Borough of Kensington and Chelsea has a Safeguarding Lead, Sarah Mangold, for the purpose of referral, assessment and support for children requiring protection. The exception is where an allegation is against a member of the school staff and this is referred direct to the Local Authority Designated Officer (LADO).

The contact details for the **Local Authority Safeguarding Lead, Hilary Shaw**, are as follows: by telephone during office hours on: 0207 598 4440; Mobile: 07866 973266 (Office Hours are Monday to Thursday 9:00am-5:15pm, Friday 9:00am-5:00pm). Outside of office hours and at weekends the emergency duty team can be contacted on 020 7361 3013 Email: hilary.shaw@rbkc.gov and whose address is: The Town Hall, Hornton Street, W8 7NX

The Local Authority Designated Officer (LADO):Kembra Healy is the LADO. The contact details for the LADO are as follows: by telephone during office hours: 020 8753 5125. Outside of office hours including weekends, the emergency duty team can be contacted on: 020 7361 3013. Her email address is: Kembra.Healy@lbhf.gov.uk

3. **The Proprietorship of Collingham School and the Board of Directors:** The Proprietors are Robert Marsden and Nicholas Browne. A Board of Directors has been appointed made up of Robert Marsden and Edward Browne. Edward Browne is the nominated Director with responsibility for Safeguarding. Robert Marsden is the appointed Chairman.
4. **Responding to allegations of abuse: The following procedures apply to all staff, including the Principal, volunteers and Board of Directors:** In order to prevent any possible delay, **all staff recognise that safeguarding is everyone's responsibility and know that they can make a referral to the Local Authority SAFEGUARDING LEAD or the LADO directly if they wish.** All unnecessary delays should be eradicated. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police are informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. **If there are suspicions or an allegation is made against anyone who does not work at the school**, the DSL (or in their absence the Deputy DSL) must be informed as soon as practical. The DSL will immediately, or at least within 24 hours, make a referral to the RBKC Safeguarding Lead.

- **If an allegation is made against anyone working in the school (inclusive of supply staff and volunteers)**, the Principal must be informed who will contact the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action. In the absence of the Principal, the Director for Safeguarding must be informed. In the case of supply staff, the college will take the lead but keep the agency informed and involved.
- **If an allegation is made against the DSL/Principal**, then the Director for Safeguarding (Edward Browne) should be informed who will then contact the LADO without contacting or notifying the DSL/Principal.
- **If the allegation is made against the proprietors or members of the Board.** The Principal will, without informing the member of the Board in question, contact the LADO. The other members of the board or other proprietors will be kept informed, unless the allegation also relates to them.

Collingham will carefully consider whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. We give due weight to the views of the LADO and to our policy when making a decision about suspension.

5. **Purpose:** Collingham fully recognises its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide staff, volunteers and the Board of Directors with the guidance they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their students whilst they are in our care.
6. **Context:** We recognise that children and young people have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts or failure to provide proper care, or both. Children may suffer neglect; emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social

Care or the Police, without notifying parents if this is in the student's best interests. Our students have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies.

We are committed to creating an environment where staff feel able to raise concerns (in accordance with locally agreed inter-agency procedures) and to feel supported in their safeguarding role. *Keeping Children Safe in Education* (DfE: 2020) makes it clear that anybody may make a referral to external agencies, if necessary. While it would be more common for the Designated Safeguarding Lead to make referrals to external agencies, it is most important that all adults understand that our threshold for taking action is not be placed unnecessarily high; perhaps leading to a failure to react to borderline cases. Our DSL receives informal advice from the borough's Safeguarding Lead, or one of her team, thus ensuring that children receive the right support in good time to address risks and prevent issues from escalating. This policy document gives advice on actions our staff should take when receiving a disclosure – including avoiding asking leading questions and explaining that confidentiality cannot be promised. Advice on the need to keep clear notes, and to reassess concerns where situations do not seem to be improving, to share information quickly, or where there is inaction, is included in this policy. Staff should also be familiar with the protections provided by the **Whistleblowing Policy** (which is on the school website) and the information contained in the **Staff Handbook**. In preparing this policy, we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. In Collingham with an age range from 14-19 we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism. Within the curriculum (including PSHE curriculum) and Spiritual, Moral, Social and Cultural education, we instil within students values that build resilience and prevent young people being drawn into radicalisation and extremism.

Safety issues, including on-line safety, are covered in the college's PSHE curriculum. The college is aware that abuse can take place wholly online and that technology can be used to facilitate offline abuse.

We have in place a Safer Recruitment Policy and our college is committed to following the safer recruitment procedures detailed within it.

7. **Aims:** This policy inclusive of the procedures apply to all staff, the Proprietors and the Board of Directors. We work in full compliance with *Keeping Children Safe in Education* (DfE: 2020) and Independent School Standards Regulations. The aim of Collingham procedures is to prevent children being abused and to safeguard and promote the welfare of children at Collingham.

Collingham prides itself on respect and mutual tolerance. Parents, guardians and carers have an important role in supporting the College and open communications are essential which is why copies of this policy and others relating to issues of child protection are on our website.

8. **Whole Staff Responsibilities:** Collingham recognises that because of regular and sustained contact with children, school staff are well placed to observe the outward signs of abuse. Collingham will therefore:
- establish and maintain an environment where students feel secure, are encouraged to talk and are listened to;
 - ensure students know that there are adults in the school whom they can approach when they have concerns.
 - include opportunities in the Personal, Social, Health and Economic (PSHE) curriculum for students to develop the skills they need to recognise and stay safe from abuse, including online abuse;
 - ensure policies and procedures are applied with due common sense and sensitivity;
 - treat all disclosures with the strictest confidence;
 - ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in the college handbook and that parents are offered a copy of the policy on request;
 - notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the student at greater risk;
 - develop effective links with the Local Authority Safeguarding Lead and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case

Conferences;

- liaise with other agencies that support children through normal referral routes and the CAF process.

9. Induction and On-Going Training for all staff and the Principal: Induction training for all new employees in a regulated activity (including temporary staff) takes place either before or on the day the person starts at the school. This includes:

- Child Protection Training (including on-line safety) which is renewed every three years, as recommended by our LSCB;
- identity and function of DSL, safeguarding policy and procedures, Staff Code of Conduct (including the whistleblowing procedure, use of IT and communications, and staff/student relationships);
- Part 1 (all staff) and Annex A (all staff who work directly with children) of *Keeping Children Safe in Education* the latest edition being September 2018. This applies not only to new staff but also those already in post when KCSIE was first introduced;
- outlining key responsibilities for those working in schools as detailed in *The Prevent duty, Departmental advice for schools and childcare providers* (DfE 2015);
- discussion of key safeguarding policies, including the Behaviour Management Policy;
- direction in relation to the safeguarding response to children who go missing from education.

All Staff in regulated activity have regular child protection training, including online safety, renewed as specified by the LSCB in frequency and content (every three year). Informal supplementary training is kept up to date, at least annually. All staff receive Prevent training every three year. Collingham ensures that sufficient relevant staff are trained in safer recruitment processes as set out in the Safer Recruitment Policy and Procedures.

All new staff are given and read the latest KCSIE document as part of their induction. All other staff are provided with and read all updated KCSIE documents. All staff are expected to confirm in writing annually that they have read and understood our core policies including this Safeguarding Policy.

10. Designated Safeguarding Lead (DSL), Deputy DSL and their Responsibilities (including the Prevention of Radicalisation):

The Proprietors have ensured that Collingham has appointed two Designated Safeguarding Leads (DSL) (Dr Sally Powell and James Allder) to take lead responsibility for safeguarding and child protection (including online safety). The DSL has the status and authority within the college to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL is the first point of contact for external agencies who are pursuing Child or Adult Protection investigations and co-ordinates the college's representation at Child or Adult Protection conferences and Core Group meetings (including the submission of written reports for conferences). However, if required, the Deputy DSL is able to undertake these responsibilities. Temporary, supply, and contracted staff are made aware of the arrangements for safeguarding and reporting concerns according to this policy.

The **broad areas of responsibility** (in line with the requirements of KCSIE: 2020) for the **DSL** are to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required;
- act as a point of contact with the three safeguarding partners;
- liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

- liaise with staff (especially pastoral support staff, IT Technicians and the SENCo) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for staff;
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the college's child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within college and with the three safeguarding partners, other agencies, organizations and practitioners;
- keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand that unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at college;
- can recognise that additional risks that children with SEN and disabilities (SEND) face online, for example, online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings among all staff;
- ensure the college's child protection policies are known, understood and used appropriately;
- ensure the college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board of Directors and Proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- ensure when children leave the college, their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- be available during term time during college hours for staff in the college to discuss any safeguarding concerns.

The **training** carried out by our DSL and DDSL is in accordance with locally agreed procedures and includes inter-agency working and the LSCB's approach to Prevent duties. The Principal/DSL and the Deputy DSL receive Child Protection Level 3 training every two years, as well as regular Prevent awareness training. In addition to formal training, the DSL ensures that she keeps up-to-date with safeguarding development at regular intervals and, at least, annually. Our Board of Directors carries out regular safeguarding training, including Prevent awareness.

With reference to managing referrals, the broad areas of responsibility (in line with the requirements

of KCSIE: 2020) for the **Principal** are to refer:

- to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate because of unacceptable professional conduct or a conviction at any time for a relevant offence;
- to the LADO for child protection allegations which concern a member of staff;
- promptly to the Disclosure and Barring Service where a person is dismissed, due to risk/harm to a child or and/or the police if a crime may have been committed.

11. Prevent Duty

The Board of Directors, Principal and staff are fully aware of their duty of assessing the risk of our students being drawn into terrorism including support for terrorist ideology fundamental to which are extremist ideas. It is incumbent on us to be vigilant in ensuring that our students are safe from extremist and terrorist material when accessing the internet. Integral to our e-safety strategy is ensuring that appropriate filtering is in place. We take into account the Royal Borough of Kensington and Chelsea (LSCB) arrangement to fulfil *Prevent* duties as outlined in *The Prevent duty, Departmental advice for schools and childcare providers* (DfE 2015). This is achieved through the curriculum, our coverage of e-safety in the college's PSHE programme, being aware of student behavioural changes, being alert to any attempted external influences on the college and of, course through staff training. Prevent training is carried out by the Designated Safeguarding Lead and Deputy Lead and all Personal Tutors. INSET is provided for all staff in relation to Prevent awareness. Our college promotes young people in making positive choices about their lives and endorses the Channel early intervention scheme for children who could be at risk of radicalisation. The active promotion of British values and an understanding of extremism and radicalisation. Advice and support regarding extremism can be sought from RBKC.

The suitability of all visiting speakers is checked, whether they are invited by staff or students.

Tina Bencik Bi-borough Prevent Officer – Counter Extremism Telephone: 020 8753 5843

Email: tina.bencik@lbhf.gov.uk; Mark Chalmers, Prevent Programme Manager, Westminster enquiries only Telephone: 020 7641 6032 Email: mark.chalmers@westminster.gov.uk

All Prevent training will be refreshed every three years. A review of the college's Prevent strategy will be undertaken every two years.

12. The safeguarding function of the Board of Directors as a whole includes:

- monitoring the policy, procedures and the efficiency with which they are carried out;
- ensuring that there are clear job specifications for the DSL and the deputy DSL;
- allocating adequate time allowance, funding, supervision and support which will enable fulfilment of these job specifications with regard to child welfare and safeguarding responsibilities;
- regularly reviewing the practice of safeguarding within the school, and giving opportunities for any concerns to be voiced;
- ensuring that all Board Members have an understanding of the methodology of the teaching of safeguarding issues within the school;
- ensuring that they have undergone sufficient training to be equipped with the knowledge to fulfil their safeguarding functions.

13. The safeguarding function of the Director appointed for safeguarding includes:

- having responsibility for the monitoring of the safeguarding process alongside the DSL and the dissemination of that process to the Board of Directors;
- presenting with the DSL an annual detailed report to the Board of Directors for their review;
- ensuring that the report and the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review;
- having responsibility for ensuring that the DSL has informed all staff (teaching, non-teaching, contractors, agency staff and volunteers) of the policy content, has checked their understanding of it and is monitoring the policy in practice.

14. Safe Working Practices for the Safeguarding and Protection of Students and Staff at Collingham:

It is essential that all staff, the Proprietors and the Board of Directors working in the college are aware of how to pass on any concerns about other members of staff and be conscious of how they should conduct

themselves to minimise the risk of finding themselves as the subject of any child protection processes. Our Staff Code of Conduct Policy gives staff specific guidance to help them avoid allegations of abuse.

The prime concern at all stages must be the interests and safety of the student. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

What our staff must know and do: All cases of suspected child abuse should be given the highest priority. The following sequence of events should be adhered to. Where you think there might be reasonable grounds for suspecting abuse:

- **LISTEN** to what the student has to say and take them seriously; reassure the student but advise that you cannot promise to keep a secret. If there is a requirement for immediate medical intervention, assistance should be called for.
- **RECORD** in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the student and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. **YOU MUST NOT INVESTIGATE THE INCIDENT, ASK LEADING QUESTIONS OR REPEATEDLY QUESTION/ASK THE STUDENT TO REPEAT THE DISCLOSURE OVER AND OVER.**
- **REPORT** all suspicions, concerns, instances and allegations of actual or suspected child abuse or neglect concerning adults outside of school immediately to our Designated Safeguarding Leads (DSL): Dr Sally Powell (Principal) and James Alder (Head of GCSE). **In the absence of the DSL** inform the Deputy DSL: Kerim Aytac (Director of Studies) who will then contact the Kensington and Chelsea Safeguarding Lead (SAFEGUARDING LEAD). Concerns in relation to staff should be reported to the Principal and in her absence, the Safeguarding Director (Edward Browne).
- **REMEMBER** – speed is essential - The Local Authority SAFEGUARDING LEAD will then provide advice, instruction and direction as is relevant.

All college staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff with safeguarding experience are invited to contribute to the writing of policy.

Collingham uses the following pro-forma:

Safeguarding Concern Form – for the recording of incidents and concerns that arise in relation to child safety and well-being (completed by a member of staff in the event of a concern or a disclosure, usually immediately and with the assistance of DSL or Deputy DSL) All Safeguarding Concern Forms are reviewed by the DSL and, monthly, by the Director with Responsibility for Safeguarding. *The form is always available from the School Secretary or DSL.*

Behaviour Incident Form – to record the details and sanctions in relation to student misbehaviour (completed by the Personal Tutor and signed off by the DSL)

Register of vulnerable students – (compiled by the DSL)

Register of Students with Medical Conditions – (compiled by the DSL)

Anti-bullying Log – a log of bullying incidents and how they are dealt with by the College (completed by the DSL)

15. The DSL has responsibilities following a report of concerns from a member of staff.

- The DSL must make a referral to the Local Authority Safeguarding Lead within 24 hours if there is a disclosure or an allegation of abuse, or reasonable cause to suspect a student is at risk of, or is suffering, significant harm.
- If there are grounds for concern, the DSL must contact the Local Authority Safeguarding Lead. This

will always be done where there is a disclosure that relates to student-on-student abuse within the school or abuse that relates to events outside the school.

- The DSL will make a clear statement of the known facts; any suspicions or allegations; whether or not there has been contact with the student's family;
- If the DSL feels unsure about what the student has said or what has been said by others then the DSL can telephone the Local Authority Safeguarding Lead to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify a situation;
- If any disclosure or allegation is made with regard to a member of staff the DSL will make a referral to the LADO (via the Local Authority SAFEGUARDING LEAD), and will do so within 24 hours of a disclosure and ideally within one hour.
- If there is not a disclosure or an allegation of abuse, or reasonable cause to suspect a student is at risk of, or is suffering, significant harm, the DSL may still choose to contact the LADO to elicit advice, and will then either move to a formal referral or actively monitor the situation.
- **If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care and the police immediately. Anybody can make a referral.** The student can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with the Local Authority Safeguarding Lead/police about who should do this.
- Normally, the DSL will try to discuss any concerns about a student's welfare with the family and where possible to seek their agreement to making a referral to the Local Authority Safeguarding Lead if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the student at increased risk. The student's views will also be taken into account.
- Where there are doubts or reservations about involving the student's family, the DSL should clarify with the Local Authority Safeguarding Lead or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the student and that the school will be involved in the enquiry or police investigation, as per the Children Act 1989.

16. Missing Children: A student going missing from an education setting is a potential indicator of abuse or neglect. Our staff will follow the school's procedures for dealing with students who go missing, particularly on repeat occasions. There could also be implications for such students regarding radicalisation and exposure to extremist views and possible terrorism. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. 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. Collingham College is vigilant about the completion of its admission register and an attendance register. It is the college's policy that parents, Personal Tutors and the Principal are kept informed of all absences during the college day. Repeated absenteeism is followed up by the Personal Tutor with both student and parents.

Wherever possible, two emergency contact numbers are recorded for each student.

17. Children Missing Education: All staff should be aware that children missing from education can act as a vital warning sign of a range of safeguarding possibilities. The college has a clear policy in relation to the details that must be recorded on the Admissions Register; the keeping of the Attendance Register; the removal and the adding of students to the Admissions Register; the recording and reporting of students who leave or enter the college at non-standard transition points; the way in which it works with local authorities to locate students who are missing from education; and its transfer of files to a student's new school. (See *Children Missing Education Policy*).

18. Use of mobile telephones, cameras: In general, staff should not use mobile telephones in the presence of students. The recording of images of children by any means is a particularly sensitive subject and one which staff and the Board of Directors are made aware of for both the students' and their own safety. Any images or recordings should only be edited or stored on school computers with the express permission of the Principal. Personal mobile telephones should never be used for these purposes, and photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without

permission of the Principal or parents of the student involved. This guidance also applies to all students.

The college has appropriate filtering systems on its internet facilities but recognises that most students have access to the internet on their mobile phones via 3G/4G. The college's approach to mobile phone and internet usage is made clear in its E-safety Policy and Procedures including acceptable use of ICT and cyber bullying. E-safety is covered in the college's PSHE programme and Personal Tutors are aware of the risks that young people face in on the online world and advise accordingly. All online guidance detailed in the E-safety Policy applies regardless of the means by which the internet is being accessed.

19. Online teaching: In the delivery of online teaching, all usual safeguarding practices apply. In addition, staff may not:

- record lessons under any circumstances.
- use any other platforms other than that Microsoft Team that has been designated to engage with students.
- share personal information with students.
- contact students from an email address other than their Collingham email address.
- contact or respond to student requests to meet on Teams (either through the Call or Video functions) outside of college hours (unless otherwise sanctioned to do so).
- leave their cameras on and unattended.

Teachers must:

- teach in a private and appropriate space, out of view and earshot of other adults, and ensure that students do the same.
- report student attendance as usual.

The college's DSLs and DDSL remain contactable at any time via Teams. Safeguarding concerns should be raised with the DSLs as usual without delay.

20. Allegations of abuse by one or more children on another child: In circumstances where there is an allegation of abuse by one or more children against another child, it is essential that all children involved, whether perpetrator or victim, are treated as being 'at risk'. The procedures for dealing with such abuse, where there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm' are that the allegation or disclosure must be reported to the DSL immediately, but at least within 24 hours of it becoming known. We will refer child-on-child abuse to an external safeguarding agency where there is a risk of significant harm. The DSL will report to the Local Authority Safeguarding Lead as above. Staff will be trained and informed in how to recognise the signs of peer-on-peer abuse. Reference should also be made to Collingham's Anti-Bullying Policy.

Peer on peer abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. To help minimise the risk of such abuse, pupils are taught to recognise such behaviours as abuse as part of the School's PSHE programme. Personal Tutors are well able to offer support to students in relation to this issue and understand the importance of reporting such allegations immediately to the DSL. Any allegation of peer-on-peer abuse will be promptly and thoroughly investigated, and treated according to its gravity. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other case, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school's response will include referral to children's social care or the police. Victims will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. The college recognises that girls are more likely to be the victims of peer on peer abuse but takes the approach that all such abuse is unacceptable and will be taken seriously regardless of the gender of either victim or perpetrator.

Peer on peer abuse can take a number of forms, including sexual violence and harassment, physical, abuse, initiation or hazing type violence and rituals, sexting and 'up-skirting' which 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.

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their internet safety education. The college takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

- 21. Allegation of abuse of a child who is not a child at the school:** If Collingham was given information that suggested that a member of staff was abusing a child who is not a student at the College, the DSL would immediately report to the Local Authority Safeguarding Lead and follow the procedure as if it was one of our own students.
- 22. Vulnerable Pupils:** Particular vigilance will be exercised in respect of pupils who are recorded on the College's Record of Vulnerable Students or the Record of Students with Medical Conditions. An appropriately trained, designated member of staff is appointed to have responsibility for the welfare and progress of looked-after children.
- 23. Safeguarding SEN and Disabled students:** Students who have SEN or who are disabled have exactly the same rights as other students; to be safe from abuse and neglect, to be protected from harm and to achieve the 'Helping Children Achieve More' outcomes. However, SEN and disabled students can experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Our staff receive relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a SEN or disabled student. Some SEN and disabled students may be more vulnerable to abuse because they may:
 - have fewer outside contacts than other students; receive intimate, personal care;
 - have an impaired capacity to resist or avoid abuse; have communication difficulties;
 - fear losing services; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation).
- 24. Working in Partnership and Responding to Parents and Carers:** Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for students.

The Principal/DSL must be notified of a concern before involving parents/guardians/carers in conversations about abuse. Parents/guardians/carers will be informed as soon as possible where appropriate about any concerns regarding their children. Parents/guardians/carers will usually be told the source of a referral if it comes from a professional agency e.g. a school. However, members of the public can ask to remain anonymous. The parent/guardian/carer will normally be contacted before a referral is made to the Kensington and Chelsea LSCB. However, if the concern involves alleged or suspected sexual abuse, honour based violence, fabricated or induced illness or the DSL has reason to believe that informing the guardian at this stage might compromise the safety of the student, or a staff member, there will be no contact by the school prior to the referral (although the reasons for this course of action will be documented on the referral).

Where a student sustains a physical injury or is distressed as a result of reported chastisement, or alleges they have been chastised by the use of an implement or substance, this will immediately be reported for investigation to the Kensington and Chelsea LSCB. Referrals will be confirmed in writing. The School recognises the need to be alert to the risks posed by strangers or others (including the parents, guardians or carers of any children) who may wish to harm children in or out of School.

Parents/guardians/carers are reminded that in matters of parental contact or residency, the school will not act as a mediator for parents. The school will seek to protect the interests of the student, first and foremost. Parents who expect the school to actively take sides outside the best interests of the student will find that their child is referred to the appropriate relevant agency to protect the child from being at risk of emotional harm. Contact orders (child access) must be given to the school by the parents so that these can be meticulously followed, including any timely revisions, in accordance with our school's terms and conditions. Parents are informed of our safeguarding responsibilities; this policy is available on the school's

website and from the school office. Collingham does not give out contact information/personal details to other parents, without permission.

- 25. Listening to the wishes of children and young people:** Collingham ensures that children's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children, acting in their best interests. We believe it is critical that our students have an adult who they can trust and Collingham ensures that there are appropriate systems so students know who they can turn to and that staff will listen to them. These include:
- Personal Tutors
 - PSHE sessions
 - Advice regarding use of helplines such as NSPCC and Childline (Contact numbers are at the bottom of this policy) and support services.
- 26. Teaching children how to keep safe:** We teach children how to keep safe through:
- PSHE sessions
 - Advice from Personal Tutors
 - Safeguarding elements in our Enrichment programme
 - Delivery of RSE (Relationships, Relationships and Sex, and Health Education)
- 27. Records:** Written notes will be kept of all incidents relating to individual students. This information may be shared with other agencies; the views of the student who is the subject of the concern will be taken into account but staff will be alert to the dangers of keeping "secrets". All contact with parents and external agencies will be logged and kept in Child Protection records which are kept separate from educational records and can only be accessed by designated people within the school.
- If a student is withdrawn from the school, all efforts will be made to identify the school to which the student is being admitted; their confidential educational and child protection records will be sent separately.
- 28. Whistleblowing:** Our whistleblowing policy is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have a culture of safety and raising concerns. There are procedures for reporting and handling concerns, and provision for mediation and dispute resolution where necessary.
- 29. Child's Death:** In the event of a death of a child the Principal must notify both the Royal Borough of Kensington and Chelsea and the Child Death Overview Panel (CDOP), via the Local Authority SAFEGUARDING LEAD and the DfE.
- 30. Deficiencies and Weaknesses:** It is the duty of all members of Staff and the proprietor to draw to the attentions of the DSL any weakness or deficiencies in this policy. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting for any regular review date.
- 31. Complaints:** All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Board of Directors informed). If the complaint relates to the Principal who is also the DSL, this should be referred directly to the Director with responsibility for Safeguarding who will arrange for the complaint to be investigated.

This policy applies to all students of Collingham GCSE and Sixth-form College

Legal Status

- This policy complies with Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations 2014 and in force from the 5th January 2015.
- *Keeping Children Safe in Education (KCSIE) Information for all school and colleges* (DfE: 2020) incorporating statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015) and also

refers to non-statutory advice for practitioners, *What to do if you're worried a child is being abused* (HM Government: March 2015)

- *Working Together to Safeguard Children 2018* (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015) which also refers to non-statutory advice, *Information sharing* HM Government: March 2015)
- *The Prevent duty, Departmental advice for schools and childcare providers* (DfE 2015)
- The policy is also consistent with any other relevant and current regulations issued by the Secretary of State and any other guidance concerning Safeguarding Children to which schools are obliged to have regard.

Applies to: The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours; all staff (teaching and support staff), contractors, supply staff, agency staff, students on placement, the Proprietors and the Board of Directors.

This policy has been compiled in conjunction with and reference to the following related documents and policies which are:

- **available on the Collingham website and also on request from the school office:** Anti-bullying; Behaviour Management including Discipline, Sanctions and Exclusions; Child Protection: Quick Referral Charts; Children Missing Education; Designated Safeguarding Lead – Job Specification; First aid; Educational Visits and Off-site activities; E-Safety including Cyber Bullying; Personal Social Health and Economic (PSHEE) education; Special Educational Needs and Disabilities; Spiritual, Moral, Social and Cultural (SMSC) Education; Whistleblowing; Staff Code of Conduct;
- **available on the Staff Share:** Preventing Extremism and Radicalisation; Safer Recruitment; Types, Patterns, Recognitions and Indicators of Abuse and Neglect; *Keeping Children Safe in Education. Statutory guidance for schools and colleges.* (DfE: September 2020)

Availability: This Policy is made available to parents, staff and pupils via the School website and on request a copy may be obtained from the School Office

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Principal and Designated Safeguarding Lead (DSL). The Proprietors and Board of Directors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than September 2020, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date: September 2020

Dr Sally Powell
Principal

Edward Browne and Robert Marsden
Board of Directors

Key Contacts

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 03001234234
Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Independent Schools Inspectorate CAP House, 9-12 Long Lane London, EC1A 9HA Tel: 0207 600 0100
Email: info@isi.net Website: www.isi.net

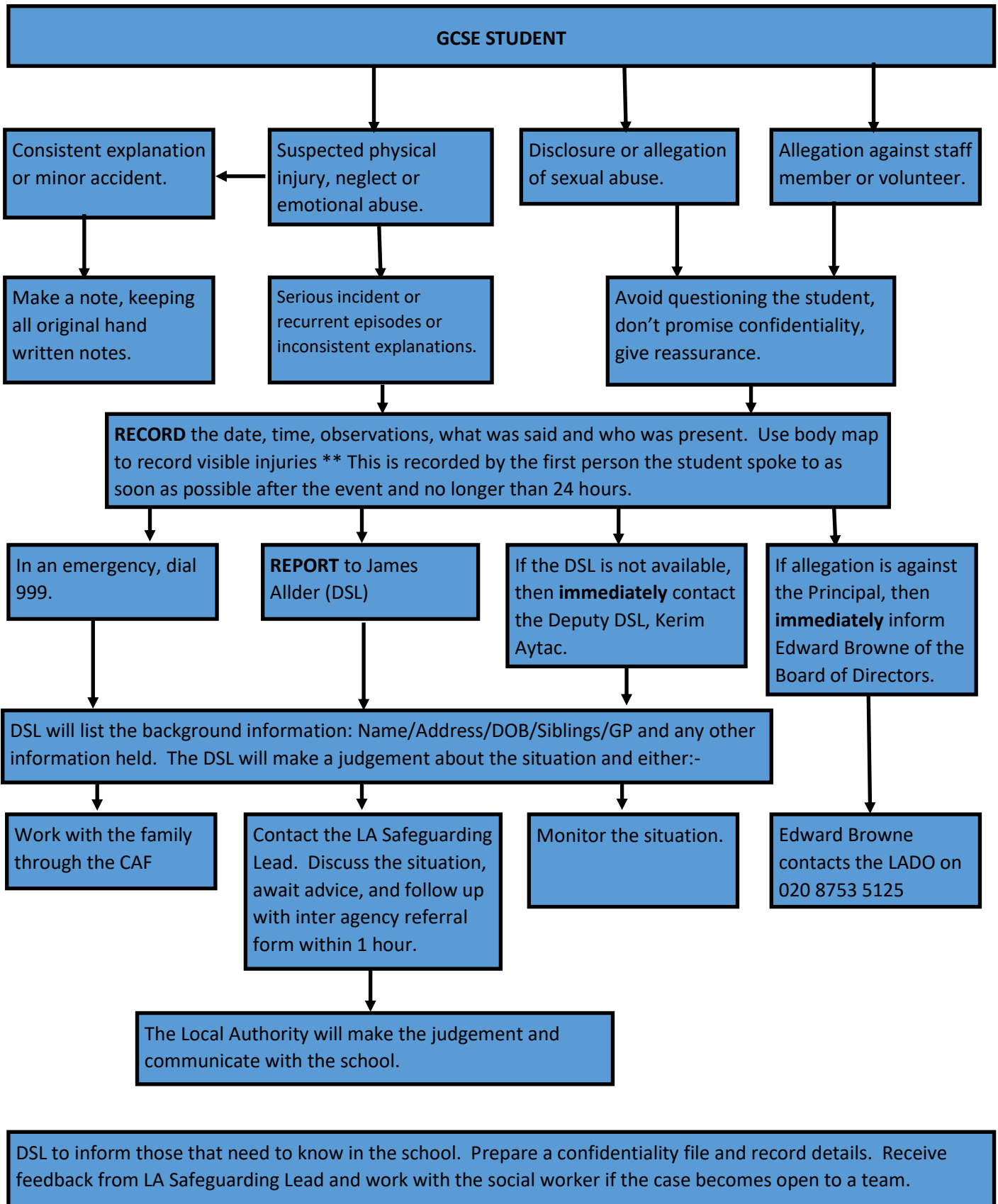
Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795

Telephone for customer services: 0870 909 08 Email: customerservices@db.s.gsi.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000 **Childline:** Tel: 0800 1111 www.childline.org.uk

QUICK REFERRAL FLOW CHART



Note: The concerns listed above are not exhaustive. Staff can and should also record and report other concerns, such as general welfare concerns.

DSL — Designated Safeguarding Lead

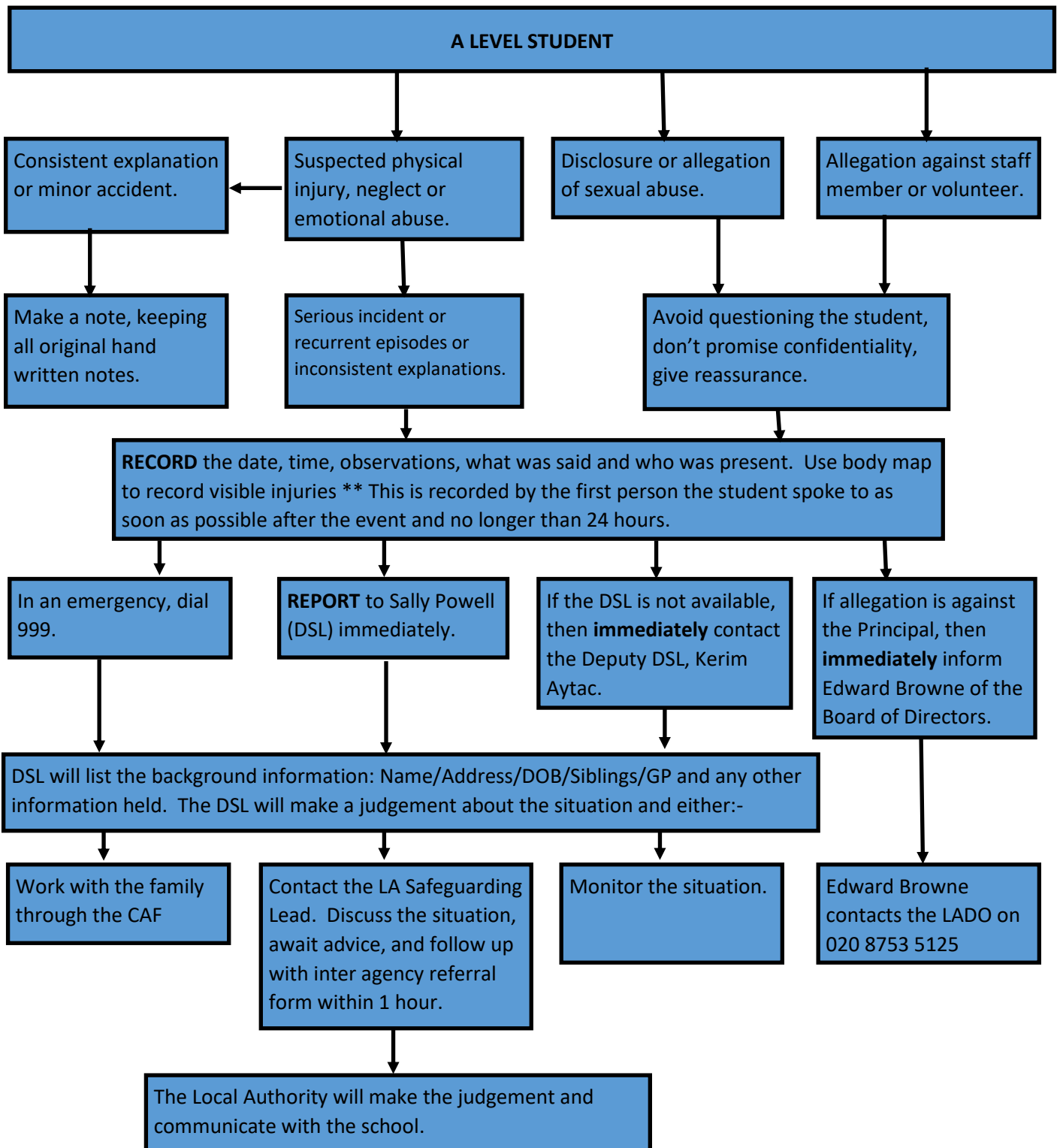
SAFEGUARDING LEAD — Kensington and Chelsea (LSCB)

CAF — Common Assessment Framework

LADO — Local Authority Designated Officer

Collingham College is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

QUICK REFERRAL FLOW CHART



DSL to inform those that need to know in the school. Prepare a confidentiality file and record details. Receive feedback from LA Safeguarding Lead and work with the social worker if the case becomes open to a team.

Note: The concerns listed above are not exhaustive. Staff can and should also record and report other concerns, such as general welfare concerns.

DSL — Designated Safeguarding Lead

SAFEGUARDING LEAD — Kensington and Chelsea (LSCB)

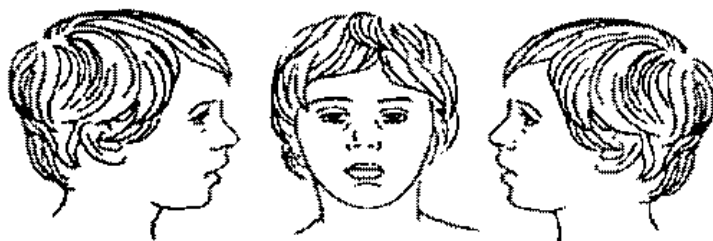
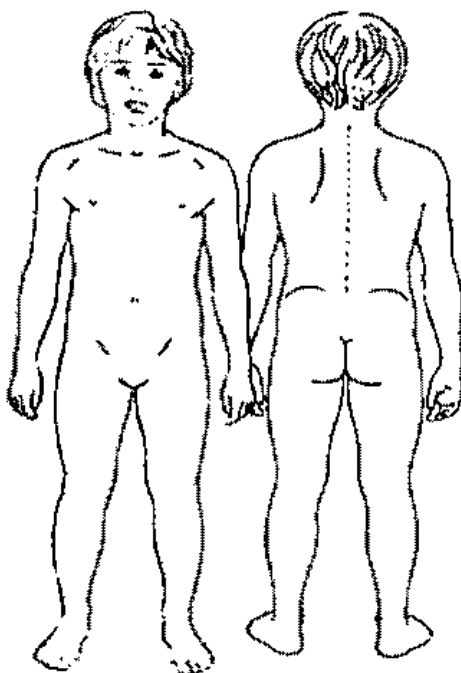
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BODY MAP

Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT



**** In using this Body Map, it is to be clear to our school and staff that, notwithstanding the diagram, they should only view parts of the child's body which are normally visible.**

THE CHILD PROTECTION POLICY Related Document A:

SPECIFIC SAFEGUARDING ISSUES

Specific safeguarding issues: Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website: child sexual exploitation (CSE); bullying including cyberbullying; domestic violence; drugs; fabricated or induced illness; faith abuse; female genital mutilation (FGM); forced marriage; gangs and youth violence; gender-based violence against women and girls (VAWG); mental health; private fostering; radicalization; sexting; teenage relationship abuse; trafficking

ABUSE

Abuse is 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 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. Children may be abused by an adult or by another child or children.

NEGLECT

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

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

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

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

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

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you are worried a child is being abused* 2006) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or

concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include:

- constant hunger and stealing food; poor personal hygiene – unkempt, dirty or smelly;
- being underweight; wearing dress unsuitable for weather; poor state of clothing;
- Illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include:

- constant tiredness; frequent absence from school or lateness; missing medical appointments;
- becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and
- having destructive tendencies.

EMOTIONAL ABUSE

The nature of emotional abuse: Emotional abuse is 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 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.

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse

Developmental issues include:

- delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behaviour:

- acceptance of punishment which appears excessive;
- over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc);
- neurotic behaviour (such as rocking, hair-twisting, thumb sucking); self-mutilation; suicide attempts;
- drug/solvent abuse; running away; compulsive stealing, scavenging;
- acting out; poor trust in significant adults; regressive behaviour – e.g. wetting;
- eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues:

- withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses:

- extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this");
- fear of parents being contacted; self-disgust; low self-esteem; unusually fearful with adults;
- lack of concentration, restlessness, aimlessness; extremes of passivity or aggression.

PHYSICAL ABUSE

The nature of physical abuse: Physical is 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.

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the college.

Indicators of physical Abuse/Factors that should increase concern:

- multiple bruising or bruises and scratches (especially on the head and face);
- clusters of bruises – e.g. fingertip bruising (caused by being grasped);
- bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- bruises on the back, chest, buttocks, or on the inside of the thighs;
- marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks;
- deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries;
- recurrent injuries, burns or bald patches;
- having broken bones or unexplained bruising, burns or welts in different stages of healing;
- being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

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

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

You should be concerned if the child or young person:

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

SEXUAL ABUSE AND CHILD SEXUAL EXPLOITATION

The nature of sexual abuse and child sexual exploitation: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to Child Sexual Exploitation (CSE). Most people who sexually abuse children are men, but some women sexually abuse too, as do other children.

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, money or affection) as a result of engaging in sexual activities. CSE can range from ‘consensual’ to serious organised crime by gangs. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion,

intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

Some young people do not exhibit any external signs of abuse.

Characteristics of child sexual abuse:

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

Indicators of sexual abuse:

Physical observations:

- damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls;
- soreness in genital area, anus or mouth and other medical problems such as chronic itching;
- unexplained recurrent urinary tract infections and discharges or abdominal pain.

Behavioural observations

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

OTHER ISSUES:

FEMALE GENITAL MUTILATION (FGM): Here at Collingham College we are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM and are aware of our mandatory reporting duties in this regard. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs

that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children social care. **To report FGM, the Metropolitan Police Department for FGM can be called on 0207 161 2888; the RBKC contact is Gourita Gibbs, Lead for FGM Telephone: 0207 641 1610 Email: g.gibbs@westminster.gov.uk**

Behavioural observations:

- Child has prolonged absence from school with noticeable behaviour change – especially after a return from a holiday.
- Child spends long periods of time away from the class during the day (frequent trips to toilet)
- Absence with repeated urine infections etc

BULLYING (INCLUDING CYBERBULLYING): Bullying can be so serious that it causes physical, emotional and psychological damage, eating disorders, self-harm and even suicide. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and to violent and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.

Behavioural observations:

- be unwilling to go to school (or be ‘school phobic’)
- feel ill in the mornings
- begin truanting
- begin doing poorly in their school work
- come home regularly with clothes or books destroyed
- come home starving (bully taking dinner money)
- become withdrawn, start stammering, lack confidence
- become distressed and anxious, stop eating
- attempt or threaten suicide
- cry themselves to sleep, have nightmares
- have their possessions go missing
- ask for money or start stealing (to pay the bully)
- continually ‘lose’ their pocket money
- refuse to talk about what’s wrong
- have unexplained bruises, cuts, scratches
- begin to bully other children, siblings
- become aggressive and unreasonable
- give improbable excuses for any of the above

DOMESTIC VIOLENCE: Domestic violence/abuse refers to the abuse of power, typically in conjunction with the use of coercive and controlling behaviours in a close or intimate relationship. Domestic violence is not consensual.

Behavioural observations:

- Erratic school attendance
- Late to school
- Attending school when ill because they do not want to be at home
- Faking illness to stay at home to protect abused
- Disturbed sleep leading to a loss of concentration
- Unable to complete homework

- Concentrating extra hard to escape
- Not being able to take part in extra-curricular activities

DRUGS: The Collingham Drugs Education programme aims to encourage students to be aware of external pressures and look at strategies enabling the individual to take responsibility for his/her own decisions thereby reflecting the importance of self-esteem. Students will learn an understanding of the effect and nature of drugs and their possible effects on the user linked to an understanding of the law in relation to drugs and drug taking.

A student who raises concerns about their own drug taking to a member of staff will not be subject to disciplinary action. Likewise any concerns brought forward by a parent on behalf of their son or daughter will also be dealt with in this manner. Any student who comes forward with a drug problem to a member of staff will be offered support in working to reform his or her lifestyle; this will involve agreeing to take part in an individualised drugs testing programme. This also applies if the request for help follows disclosure by his or her parent.

Behavioural observations:

- Absenteeism or loss of interest
- Loss of interest in extracurricular activities, hobbies or sports
- Failure to fulfil responsibilities at school
- Unusually tired
- Lethargic movement
- Unable to speak intelligibly, slurred speech, or rapid-fire speech
- Nosebleeds
- Runny nose, not caused by allergies or a cold
- Frequent sickness
- Sores, spots around mouth
- Seizures
- Vomiting
- Wetting lips or excessive thirst (known as “cotton mouth”)
- Sudden or dramatic weight loss or gain

FRABRICATED OR INDUCED ILLNESS: There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

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

Behavioural observations:

- Reported symptoms and signs found on examination are not explained by any 'normal' medical condition;
- Physical examination and results of investigations do not explain reported symptoms and signs;
- New symptoms are reported on resolution of previous ones;
- Reported symptoms and identified signs are not observed in the absence of the parent;
- The child's normal daily life activities are being curtailed beyond that which may be expected from any known medical disorder from which the child is known to suffer;
- Treatment for an agreed condition does not produce the expected effects;
- Repeated presentations to a variety of doctors and with a variety of problems;
- The child denies parental reports of symptoms;
- Specific problems (e.g. apnoea, fits, choking or collapse);
- Child becoming drawn into the parent's illness;
- History of unexplained illnesses or deaths or multiple surgery in parents or siblings of the family;

- A past history in the parent of child abuse, self harm or somatising, or false allegations of physical or sexual assault.

FAITH ABUSE: The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her. A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives. If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

FORCED MARRIAGE: In the case of children: ‘a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.’ In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children’s social care.

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

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

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

GANGS AND YOUTH VIOLENCE: The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact. As a college, we have a duty and a responsibility to protect our students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education. Crucial preventive work can be done within college to prevent negative behaviour from escalating and becoming entrenched.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or

relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

As a college, we will:

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

GENDER-BASED VIOLENCE /VIOLENCE AGAINST WOMEN AND GIRLS: Within the context of this safeguarding policy, the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour-based violence and relationship abuse all fall under this strategy.

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

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

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

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred. 25

As a college, we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the college
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based

incidents and hate crimes

- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

MENTAL HEALTH: The college promotes the mental and physical health and emotional wellbeing of all its students. Wellbeing is at the forefront of the college's PSHE programme and promoting good mental health is a priority. The college has a Mental Health and Wellbeing Policy which sets out its provision and support for students who suffer from mental health issues.

It is important for staff to be alert to signs that a pupil might be suffering from mental health issues. Mental health issues come in many forms and manifest themselves in a wide range of ways including:

- Anxiety and Depression
- Eating disorders
- Self Harm

Behavioural observations and strategies for support for each of these issues are detailed in the appendix to the college's Mental Health and Wellbeing Policy. Any concerns relating to a student's mental health should be reported as soon as possible to the Personal Tutor or, in relation to serious concerns, immediately to the DSL.

PRIVATE FOSTERING: Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt. The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

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

RELATIONSHIP ABUSE: Research has shown that teenagers did not understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers did not understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and did not understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive. In response to this the college will provide education as part of the PHSE curriculum to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

TRAFFICKED CHILDREN: Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

Movement (including within the UK) for the purpose of exploitation;
Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK. There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the

traffickers or receiving adults. These are as follows:

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

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

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner ;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

THE CHILD PROTECTION POLICY Related Document B:

FURTHER INFORMATION AND ADVICE (GOV.UK)

In addition to Annex A of the document Keeping Children Safe in Education, further government guidance can be accessed as required on the issues listed below via <https://www.gov.uk>:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG) 12
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking 44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.