Child Protection and Safeguarding Policy and Procedures

Responsible Senior Manager:	Deputy Principal (Curriculum & Quality)
Effective Date:	September 2026
Related Policies:	Drugs & Alcohol Policy Whistleblowing Policy Student Social Media Policy Back on Track Policy General Use of Computer Equipment & Data Network Policy Data Protection Policy Medicines Policy Code of Conduct (staff)
Approved By:	Corporation
Next Review Date:	September 2027

European Union
European Social Fund
Investing in jobs and skills

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Foreword

HSDC consists of three sites:

- Havant
- South Downs
- Alton

Unless specified HSDC refers to all three sites. Each site has designated safeguarding staff responsible for this Policy as outlined in Section B.

1. Policy Statement

1.1. The College will fully engage with the locally agreed multi-agency safeguarding arrangements, known locally as the Hampshire Safeguarding Children's Partnership, which are explained here (https://www.hampshirescp.org.uk/about-us/)

1.2. HSDC recognises the moral and statutory responsibility to safeguard and promote the welfare of all young people and vulnerable adults. The College makes every effort to provide a safe and welcoming environment underpinned by a culture of openness where both young people and adults feel secure, able to talk and believe that they are being listened to.

1.3. HSDC maintains an attitude of "it could happen here" where safeguarding is concerned.

1.4. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep young people safe and secure in the College and to inform parents and carers how the College will safeguard their young people whilst they are in the College's care.

1.5. Safeguarding determines the actions that the College takes to keep young people safe and protect them from harm in all aspects of their college life.

1.6. The actions that the College takes to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect, and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the College. As such, this overarching policy links to other policies which will provide more information and greater detail.

1.7. The College recognises that keeping children safe is paramount and that the Data Protection Act and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not stand in the way of the need to safeguard and promote the welfare and safety of young people.

2. Definitions

2.1 Young People

Throughout these policies and procedures, reference is made to *young people*. This term is used to mean "those under the age of 18" but refers to all students at the College. The policy will also extend to visiting young people and students from other establishments.

2.2 Safeguarding

Safeguarding is defined in the Children Act 2004 as

2.2.1. protecting from maltreatment.
2.2.2. preventing impairment of mental and physical health and development.
2.2.3. ensuring that children grow up with the provision of safe and effective care.
2.2.4. taking action to enable all children to have the best outcomes.

2.3 Child Protection

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

2.4 Staff

The term *Staff* applies to all those working for or on behalf of the College, full time or part time, in either a paid or voluntary capacity.

2.5 Parent

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

2.6 Abuse

Abuse could mean neglect, physical, emotional or sexual abuse or a combination of these. Parents, carers and other people can harm young people either by direct acts and/or failure to provide proper care. Explanations of these are given in Section B.

2.7 Vulnerable Adults

HSDC Board recognises that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults.

2.8 GDPR STATEMENT

This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the Designated Safeguarding Leads and/or their Deputies. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children/young people and the importance of governing bodies, proprietors and their staff being aware of their obligations.

3. Aims

3.1. HSDC is committed to ensuring that the College provides a safe environment for young people and vulnerable adults to learn in and:

- Identifies those who are suffering, or likely to suffer, significant harm.
- Takes appropriate action to see they are kept safe, both at home and at the College, including those attending the Nurseries.
- Ensures that this policy extends to community events.

3.2. In pursuit of these aims, the Board will approve and annually review policies and procedures with the aim of:

- Raising awareness of issues relating to safeguarding the welfare of young people and vulnerable adults.
- The promotion of a safe environment within the College and the Nurseries.
- Aiding the identification of those at risk of significant harm or at the risk of being drawn into extremism and providing procedures for reporting concerns.
- Establishing procedures for reporting and dealing with allegations of abuse perpetrated by members of staff or other members of the College.
- The safe recruitment of all staff.

3.3. In developing the policies and procedures, the Board will consult with, and take account of, guidance issued by the Department for Education and other relevant bodies and groups. The procedures have been developed in accordance with Hampshire Safeguarding Children Board policies and procedures (HSCB).

3.4. The HSDC Board has a nominated Governor with special responsibility for safeguarding welfare and issues. He/she will undertake appropriate training.

4. Guiding Principles

Safeguarding is everyone's responsibility, and all members of the College should maintain an attitude of "it could happen here".

As such it does not rest solely with the Designated Safeguarding Leads (DSL) and their Deputies to take a lead responsibility in all of the areas covered within this policy.

Some areas, such as Health and Safety and staff recruitment, are a specialist area of safeguarding and a separate lead for this area is in place in the College. These staff are identified in section B as members of the Safeguarding Forum.

Safeguarding processes are intended to put in place measures that minimise harm to young people. There will be situations where gaps or deficiencies in the policies and processes will be highlighted. In these situations, a review will be carried out in order to identify learning and inform the policy, practice and culture of the College.

The College will review this policy at least annually in line with Department for Education, Hampshire Safeguarding Children Board, Hampshire County Council, and any other relevant guidance.

At all times, the College's approach will focus on:

- PREVENTION
- PROTECTION
- SUPPORT

In order to fulfil our duty, the College will:

4.1 Establish a Safe Environment

Establish a safe environment within which young people can learn and develop.

All staff and students are required to wear lanyards and ID badges around the College campus. Induction sessions at the start of a student's time at College make the College ethos of respect clear to all our students. The College regards it as very important to establish the College as a positive, supportive and secure environment which gives students a sense of being valued. It is the responsibility of the whole College community to create and maintain this ethos, which is in line with British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

It should be noted by staff that some groups of students may face specific safeguarding challenges, may be at greater risk of harm or need further guidance in accessing support where it may be necessary. These groups will include (not exclusively):

- Students with SEND
- Students with a social worker
- Students requiring mental health support
- Students classed as Looked After Children or previously Looked After
- Students with protected characteristics
- Students on international programmes who are staying with homestay hosts

The College will ensure that systems are in place for any student to be able to raise concerns with staff, knowing that they will be listened to, believed, and valued.

4.2 Support Students at Risk

Support students who have been, or are, at risk of significant harm.

The College will always support students who are at risk of harm or who suffer harm. Where staff have concerns, they will raise a Student Welfare Disclosure Form and follow the procedure in Section B. Students may also refer themselves to the counselling service without the involvement of any staff.

The College will make students aware of safeguarding and safeguarding support.

The College will identify students who are in need of support pre-entry where possible (through liaison with the college, parents/guardians, relevant agencies and the students themselves), and on-course. These young people will be confidentially identified to relevant staff via internal systems, as appropriate, and staff are invited to talk to the safeguarding staff for more information.

4.3 Practice Safe Recruitment

Ensure we practice safe recruitment in checking the suitability of staff and volunteers who work with young people.

The College will scrutinise all job applicants, verifying identity and qualifications, obtaining at least two references, checking previous employment history and that a candidate has the health and physical capacity for the job (making reasonable adjustments where necessary). Candidates will always be interviewed.

Checks will also be made on other workers who may not be directly employed by the College such as volunteers, agencies or the self-employed.

The College will carry out the mandatory DBS checks for all staff in regulated activity prior to commencement of their roles and follow the guidance contained in the DfE Documents: Safeguarding Children and Safer Recruiting in Education (2011), Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (2026).

4.4 Child Protection and Safeguarding Training

Carry out regular Child Protection and Safeguarding Training, in line with legal requirements.

Initial Child Protection and Safeguarding training will be part of Induction for all new staff. Then a 36-month renewal will be required. There are 3 ‘Safeguarding All’ termly mandatory newsletters for all staff to read. The Designated Safeguarding Leads and Deputies will attend refresher training at least every two years.

4.5 Identifying/Reporting Procedures

Publish and implement clearly defined procedures for identifying and reporting cases, or suspected cases, of abuse.

These procedures are explained in Section B.

4.6 Working Relationships with Other Agencies

Develop and promote effective working relationships with other agencies, including the Police and Children’s Services.

The Designated Safeguarding Leads, and Deputies, and the Counsellors will liaise closely with other agencies that support students such as Multi-Agency Safeguarding Hub (MASH), Hampshire Early Help Hub, Children’s Services, Child and Adolescent Mental Health Services (CAMHS), local authority Prevent Officer and the Police. They will attend Child Protection Reviews, CAMHS reviews, Child in Need conferences, and Team Around the Child/Family or relevant multi-agency meetings as invited and as appropriate.

4.7 Prevent Risk Assessment

Regularly review our Prevent Risk Assessment and implement actions as necessary.

The College will make students aware of the dangers of extremism and what to do if they are worried about someone. In addition, the College will focus on the fundamental HSDC Values which are mapped to British Values of Individual Liberty, The Rule of Law, Democracy, Mutual Respect and Tolerance. The College will train staff in spotting possible indicators of extremism and how to refer using our safeguarding procedures. The College will share concerns with all relevant agencies and authorities, including police and local authority Prevent officers.

4.8 Contractors

Where services are provided by a contractor, the College will:

- Check that a DBS is in place for contractors who deal directly with students or put measures in place where not.
- Include contractors based on site to the College's safeguarding training
- Check that the contractor has a safeguarding policy in place for its employees or put measures in place where not.
- Contractors should receive the guidance in Appendix E.

In addition, where members of the public are acting as homestay hosts for students on international programmes the following will apply:

- All hosts and adults in residence will have a DBS
- All hosts will confirm they have read and understood this Policy
- All hosts will be invited to a welcome meeting to meet key staff, establish contact and raise any queries or concerns

4.9 Site Security

Maintain and review security of the site as far as is practical

The College aims to provide a secure site but recognises that campuses have multiple entrances. The site is only as secure as the people who use it. Therefore, all people on the site must adhere to the rules which govern it. These are:

- All governors, members of staff, students, contractors and visitors must wear a lanyard with a visible ID card present, managers check compliance at each campus, daily.
- All visitors must sign in and out of College and main Reception using the Visitor Management System
- The College has an Emergency Evacuation procedure, and a Lockdown procedure and drills will take place on at least an annual basis
- CCTV coverage and security measures will be reviewed on a regular basis
- Staff and students to be vigilant of members of the public on campus and report to facilities

As a college we do not promote the use of physical intervention by members of staff but ask staff to keep themselves and their students safe and call for assistance from the Duty Manager. The Duty Manager rota can be seen on the Intranet.

4.10 Off-site Visits

Manage the safety of students and staff on off-site visits.

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the College and residential visits, can involve higher levels of risk. If these are annual or frequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The College uses Hampshire County Council's EVOLVE system for managing all off-site visits.

4.11 Staff Guidance for Working with Students

Regularly review, update, and inform staff of the guidance for working with students.

Staff will be updated through safeguarding training with the guidance for working with students covering a range of factors including the use and storage of images, acceptable use of social media and guidelines on transporting students.

4.12 International Students

Students who are living with a host family will be safeguarded through the use of third-party organisations who ensure the families are DBS checked, provide suitable accommodation and a welcoming environment.

5. Staff Responsibilities

All staff are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. All new staff will receive training as part of their Induction and all staff will receive regular updates, at least annually, on Child Protection and Safeguarding matters.

Safeguarding is the responsibility of all staff, and specific responsibilities are as follows:

5.1 All staff

All Staff have a responsibility to:

All staff must read and understand **Part One of Keeping Children Safe in Education 2026 in full**. The condensed summary (formerly Annex A) has been removed by the DfE to ensure consistent safeguarding expectations across all personnel. Staff may use the DfE *Part One: Overview for All Staff* as a supplementary quick-reference tool, but it does not replace the mandatory reading of Part One in full. Evidence of reading and understanding will be recorded annually. Link to KCSiE – Part 1 (2026): https://assets.publishing.service.gov.uk/media/6a9088e19a177a1decf97b01/Keeping_children_safe_in_education_2026_Part_one.pdf

- Be familiar with Part 1 of Keep Children Safe in Education 2026 (KCSiE) - a condensed version is presented as mandatory ‘Safeguarding All’ learning, for all staff each September with quiz questions to ensure understanding, and evidence recorded. But full and face to face training on part 1 is required in the autumn term.
- Establish and maintain an environment where young people feel secure, are encouraged to talk and are listened to.
- Ensure young people know who they can approach if they are worried about any problems.
- Attend training as required.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a young person is at risk of, or is being abused, and report these to the relevant person as soon as practical that day.
- Follow the procedures set out in this policy.
- Take account of guidance issued by the DfE as informed by the Designated Safeguarding Leads or their Deputies.
- Support young people in line with any child protection plan.
- Treat information with confidentiality but never promise to ‘keep a secret’.
- Notify the Designated Safeguarding Leads or their Deputies of any young person on a child protection plan who has unexplained absence.
- Ensure they know who the Designated Safeguarding Leads are and how to contact them.

5.2 Executive Team

In addition, the Executive Team will:

- Contribute to inter-agency working.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the College.
- Treat any information shared by staff or students with respect and follow procedures.
- Ensure that appropriate mechanisms are in place to safeguard students from potentially harmful or inappropriate online material.
- Ensure that all staff read part one of Keeping Children Safe in Education/condensed version.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children Board (HSCB) and Hampshire County Council (HCC).

5.3 The Board

The Board will ensure that:

- They are familiar with Parts 1 and 2 of Keeping Children Safe in Education.
- The College has effective Safeguarding and Child Protection Policies and Procedures, and that these are updated annually and available publicly.
- Hampshire Safeguarding Children Board (HSCB) is informed annually about the discharge of duties via the safeguarding audit.
- Recruitment, selection and induction follows safer recruitment practice.
- Allegations against staff are dealt with in line with the College's Disciplinary Policy.
- A member of management staff is designated as Designated Safeguarding Lead for each campus.
- Staff have been trained appropriately, and this is updated in line with guidance.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- They have identified a nominated Safeguarding Governor who is responsible for liaising with the Principal and Designated Safeguarding Leads on matters of Safeguarding and Child Protection.

5.4 Designated Safeguarding Lead & Deputy Designated Safeguarding Leads.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads across all three campuses will also have the following additional responsibilities:

5.4.1 **Managing referrals:**

- 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, in consultation with the Prevent Officer, 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 young person to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

5.4.2 **Working with others:**

- Liaise with the Executive Team to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the 'Case Manager' and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

5.4.3 **Undertaking training:**

- The Designated Safeguarding Leads and their Deputies should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The Designated Safeguarding Leads and their Deputies should undertake Prevent Awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 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 the College's Child Protection Policy and Procedures, especially new and part-time staff.
- Be alert to the specific needs of young people in need, those with special educational needs and young carers.
- Keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the College with regards to the requirements of the Prevent Duty.
- Encourage a culture of listening to young people and take account of their wishes and feelings in any measures the College may put in place to protect them.

5.4.4 **Raising Awareness:**

- Ensure every member of staff knows who the Designated Safeguarding Leads and their Deputies are and how to contact them.
- Ensure all staff are aware of the systems within the College which support safeguarding.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead.
- Ensure all staff understand their responsibilities in being alert to the signs of radicalisation and responsibility for referring any concerns to the Designated Safeguarding Leads or their Deputies.
- Provide copies of policies to all staff at Induction including a copy of part one of Keeping Children Safe in Education.
- Ensure any members of staff joining the College during the year receive induction at commencement of their duties.
- Ensure the College's Child Protection Policy is 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 governing bodies or proprietors regarding this.
- Ensure the Child Protection Policy is available publicly.
- Link with the local Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

5.4.5 **Keeping the Child Protection file:**

- Keep written records of safeguarding and Child Protection concerns, ensuring these are kept securely and separately from the main student file.
- Where a young person leaves the College ensure their Child Protection file is transferred to the new college as soon as possible. This should be transferred separately from any other information, ensuring secure transit and confirmation of receipt should be obtained.
- Records of Child Protection will be retained until a student reaches their 25th birthday or transfers to another institution.

5.4.6 **Reviewing & Reporting:**

- Develop, implement and review procedures in the College.

- Record and review incidents to identify trends and learn lessons to improve the safeguarding culture.
- Provide a report, annually, to the Board setting out how the College has discharged its duties.

5.4.7 **Being Available:**

- During term time the Designated Safeguarding Leads or their Deputies should always be available (during college hours) for students/staff in the College to discuss any safeguarding concerns.
- DSL should lead on arranging adequate and appropriate cover arrangements for any out of hours/out of term activities.

5.5 Harms Threshold and Low-Level concerns:

- The Director of People & Organisational Development and the People Services Team are responsible for the safe recruitment of staff and to ensure there is an up-to-date central list which shows that appropriate checks have been carried out on all staff, as well as Governors and volunteers. Where individuals have regular, unsupervised access to young people up to the age of 18, these include DBS checks; previously termed CRB checks (for those employed between 2002 and 2013) or List 99 checks (for those employed before 2002) and checks against the Barred list for teaching staff.
- The Director of People & Organisational Development is also responsible for ensuring a thorough investigation relating to any allegation against staff in relation to the harms threshold (this includes harm/risk towards a child as a result of actions taken by a member of staff).
- The Director of People & Organisational Development will also log low level concerns to promote a healthy and preventative safeguarding culture. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, that an adult working in or on behalf of the college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include but are not limited to:

• being over friendly with children
• having favourites
• taking photographs of children on their mobile phone, contrary to policy
• engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
• humiliating pupils.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the college from becoming the subject of potential false low-level concerns or misunderstanding.

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

6. Dealing with Disclosures

It should be noted that it is the Designated Safeguarding Lead and Deputies who are more likely to have a complete safeguarding picture and be the most appropriate to make decisions and responses to safeguarding concerns. Record keeping regarding decisions is required.

Disclosures may be made to staff for three main reasons and procedures for each of these will be dealt with separately:

- A welfare disclosure made by a student or a member of staff (refer to 6.1)
- An allegation of peer-on-peer abuse (refer to 6.2)
- An allegation of abuse against a member of staff (refer to 6.3)

6.1 Welfare Disclosure made by student or member of staff.

Safeguarding Issues: Staff should follow College procedures and complete a ProMonitor Confidential Safeguarding Referral (see Section B) whenever they have a concern about a young person's safeguarding. Staff should be aware that behaviours linked to safeguarding issues such as drug taking, alcohol abuse and sexting can put young people in danger and should be addressed quickly.

Child Protection Issues: Where there is a suspected or alleged case of abuse the first member of staff to encounter this is not responsible for deciding whether or not abuse has occurred. This is a task for the professional child protection agencies. Staff should complete a ProMonitor Confidential Safeguarding Referral. and speak with the Designated Safeguarding Lead as a matter of urgency so that a referral can be made to the appropriate agencies.

6.1.1 All those who come into contact with young people and families in their everyday work, including people who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of young people. Members of staff are likely to be involved in three main ways:

- The member of staff has concerns about a young person.
- The member of staff is approached by a student who discloses information which is relevant to issues of child abuse and/or child protection, or extremism.
- The member of staff is approached by Children's Services or another agency – e.g., GP - and asked to provide information about a young person or family or to be involved in an assessment or to attend a child protection conference.

All staff should be aware of the following specific safeguarding issues:

6.1.1.1 **Forced Marriage**: The Forced Marriage (Civil Protection) Act 2007 states that anyone who comes into contact with potential victims has a statutory responsibility to report this, and should report it to the Designated Safeguarding Leads or their Deputies, who will pass the information to the relevant authorities. Where there are suspicions that a young person is to be taken out of the country for the purposes of entering into a forced marriage extreme caution will need to be taken in sharing information, especially if honour-based abuse is also a possibility.

6.1.1.2 **Female Genital Mutilation (FGM)**: In line with Home Office guidance on Mandatory Reporting of Female Genital Mutilation (2015) teachers are now required by law to report known cases of FGM in girls under 18 to the police. If a member of staff is informed, or suspects, that someone is at risk of being subjected to any form of FGM they should take action to report it immediately to the police and inform the Designated Safeguarding Leads or their Deputies who will contact Children's Services. The professionals referred to will investigate each reported case, and make sure the girl is safe, and her needs are put first. There are no circumstances in which a member of staff should be examining a girl.

6.1.1.3 **Children Missing from Education (CME):** Where a child goes missing from college without explanation, and there are concerns about their welfare, the

College will always contact the parents/guardians, and if appropriate the Police, and Children's Services. 'Early help' (below the threshold of needing a social worker) should be accessed for those frequently missing from education or permanently excluded if they have known safeguarding risks. Advice should be accessed via the local authority.

6.1.1.4 **Preventing Radicalisation and extremism:** Where a member of staff suspects a young person is at risk of being drawn into terrorism, extremism or radicalisation they are duty bound to report this immediately to the Designated Safeguarding Leads or their Deputies, who will contact the local authority Prevent officer and/or Channel Panel. They will also call Children's Services and any other relevant partner agencies.

6.1.1.5 **Upskirting:** 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. This became a criminal offence in April 2019 (Voyeurism Offences Act) and will result in an offender being placed on the Sex Offenders Register. Any cases should be reported to the Safeguarding Team immediately.

6.1.1.6 **Serious Violence:** All staff should be aware of indicators which may signal that young people are at risk from or are involved in serious violent crime

6.1.1.7 **Mental Health:** All staff should be aware that Colleges have a vital role to play in supporting the mental health of students and staff are well placed to observe young people on a day-to-day basis and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff should not investigate concerns or allegations themselves but should report them immediately to the Designated Safeguarding Leads. This should be done as early as possible in all cases via a ProMonitor Confidential Safeguarding Referral. Further information on the procedures can be found in Section B.
Staff should never view, copy, print, share, store or save an indecent image, or ask a child to share or download – **this is illegal.** Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

6.2 Allegation of peer-on-peer abuse (also referred to as child-on-child abuse)

Staff should recognise that young people are capable of abusing their peers and that abuse must never be tolerated or passed off as 'banter' or 'part of growing up'. As such, peer on peer abuse will be stressed in all safeguarding training for new staff and in tutorial sessions for students to raise the awareness of this type of abuse, how the College will respond and so minimise the risk.

In most instances, the conduct of students towards each other will be covered by the College's expectations regarding behaviour and the College's Disciplinary Policies. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

6.2.1 Examples of peer-on-peer safeguarding issues against a student could include:

- Physical Abuse
  - Violence, particularly pre-planned
  - Forcing others to use drugs or alcohol
  - Initiation/hazing type violence and rituals
- Emotional Abuse
  - Blackmail or extortion
  - Threats and intimidation
  - Cyberbullying
- Sexual Abuse
  - Indecent exposure, indecent touching or serious sexual assaults
  - Forcing others to watch pornography or take part in sexting
  - Sexual violence such as rape, assault by penetration and sexual assault
  - Sexual harassment such as sexual comments and remarks
- Sexual Exploitation
  - Sexting
  - Encouraging other young people to engage in inappropriate sexual behaviour
  - Photographing or videoing other young people performing indecent acts

Where a student has been subject to peer-on-peer abuse, they will be supported through this by the Health & Wellbeing Team.

Staff should not investigate concerns or allegations themselves but should report them immediately to the Designated Safeguarding Leads. This should be done as early as possible in all cases via a ProMonitor Confidential Safeguarding Referral. Further information on the procedures can be found in Section B.

6.3 Allegation of abuse against a member of staff.

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to supply staff and volunteers.

In rare instances, staff of education institutions have been found responsible for abuse of young people. Also, because of their frequent contact with young people, staff may have allegations of abuse made against them. The College recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

The College recognises that, within law, the welfare of the young person is the paramount concern (Children Act 2004, Children and Families Act 2014). It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

Where a staff member feels unable to raise an issue or that their concerns are not being addressed, they should follow the College's whistleblowing procedures.

Staff should not investigate concerns or allegations themselves but should report them immediately to the Designated Safeguarding Leads. This should be done as early as possible in all cases via a ProMonitor Confidential Safeguarding Referral.
Further information on the procedures can be found in Section B.

7. Recruitment and Selection

The College's recruitment and selection procedures ensure that they take account of the following points:

- Procedures apply to all staff and volunteers who work on the College site
- Posts or roles are clearly defined
- Key selection criteria for posts or roles are identified
- Vacancies are advertised widely in order to ensure a diversity of applicants
- Procedures exist that require documentary evidence of relevant academic/vocational qualifications
- Professional references are obtained that are specific to the post being appointed
- CVs and applications are observed for continuity of information
- Disclosure and Barring Service checks are obtained (sensitive and confidential use of the applicant's disclosure is maintained), annual checking service for new staff from 2024.
- A variety of selection techniques are used (e.g., qualifications, previous experience, interview, reference checks)
- Use of a birth certificate to check an individual's identity (where available)
- Social media checks of short listed and appointed candidates from 2024.

The College reviews recruitment and selection procedures on a regular basis to ensure the above points are actioned and to make appropriate improvements.

Disqualification under the Childcare Act 2006

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare. Previously this disqualification also extended to risk by association of anyone living within the same household and required the College to carry out a self-disclosure process with staff.

The risk by association element of the Act has now been refocused by the DfE and no longer applies to college staff.

We will continue to check for disqualification under the Childcare Act as part of our safer recruitment processes for any offences committed by staff members or volunteers.

2026 KCSiE Update: Volunteer Vetting & Regulated Activity:

Any volunteer whose role involves teaching, training, instructing, caring for, or supervising students will be treated as engaging in **Regulated Activity**, regardless of whether they are supervised. All such individuals will undergo full safer recruitment checks, including an Enhanced DBS check with Children's Barred List information, prior to commencing their role.

SECTION B: PEOPLE AND PROCEDURES

The Executive Team and College Leadership Team are responsible for ensuring safeguarding at HSDC. These individuals are trained Designated Safeguarding Leads. A Duty Manager rota consists of College Managers who are DSL Level 3 trained. In the event of a safeguarding emergency, the student must be taken to the campus based Safeguarding Manager, the Deputy Designated Safeguarding Lead or the HSDC Designated Safeguarding Lead.

1. Safeguarding Forum

1.1 Safeguarding Forum

The purpose of the Forum is to bring together staff from different functions and sites across the College to ensure a cohesive and consistent approach. It will meet once per term.

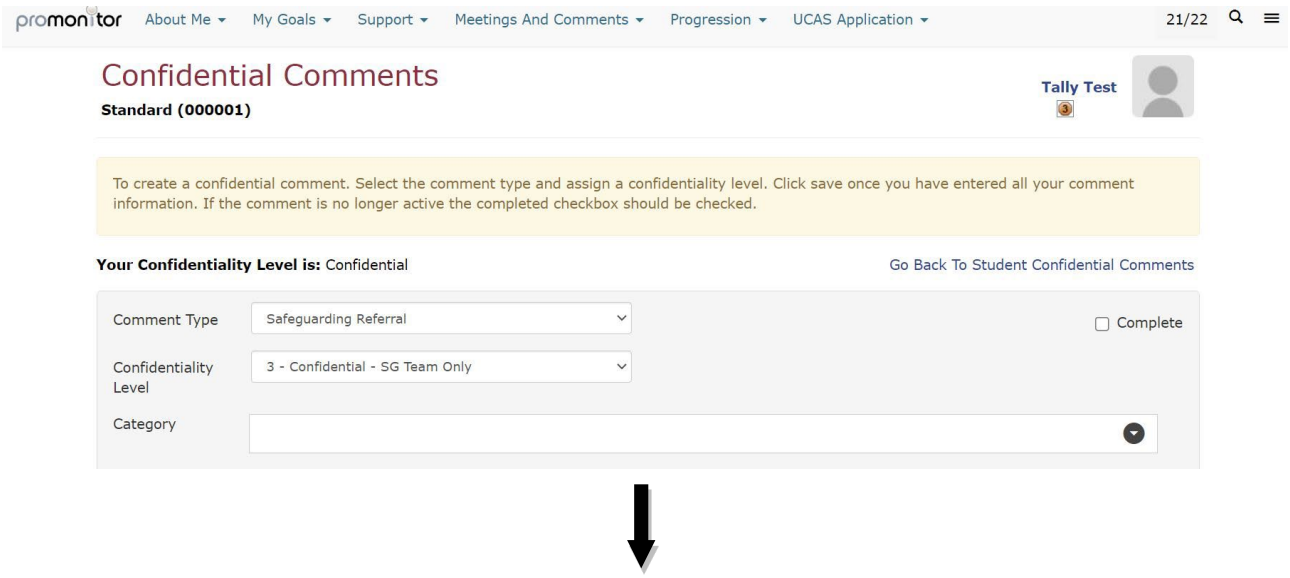
Members
Chair: DSL
Vice Chair: Deputy DSL
Director of HR & Corporate Service
Director of Estates
Director of MIS
Director of IT Services
Nominated Safeguarding Governor
Campus based Safeguarding Managers
Assistant Principals

2. Reporting a concern

Disclosure or concern regarding the safety/welfare of a student

- Listen carefully after asking an open question
- Do not start investigating. Note down the response in the exact words
- Do not offer to keep the disclosure confidential
- Inform the student that you are required to involve member/s of the safeguarding team
- Take the student to the Health & Safeguarding Co-ordinator/Director of Student Progress or VP Students, Learning & Quality. If required contact via Teams. Access support from another campus if required. HSDC has 3 Health & Safeguarding co-ordinator posts.

Record the details in a Confidential Comment on ProMonitor – Level 3 SG Team Only



- The referral will be acted upon by the DSL or their Deputies.
- This will include involvement of external agencies where appropriate.
- Updates will be provided where possible.
- Actions will be taken to keep the young person safe.

3. Procedures for dealing with a disclosure.

3.1 WELFARE DISCLOSURE MADE BY STUDENT OR STAFF

i. In all cases the member of staff should:

- **Take the student to**

- **The DSL or their Deputies.**
- Complete a ProMonitor Confidential Safeguarding Referral as outlined above. In all cases where staff are unsure about the level of risk posed, or where the risk involves a vulnerable student, disclosures should be reported immediately to the safeguarding team.

ii. When information is disclosed to a member of staff by a young person the member of staff should be aware that an allegation of child abuse, extremism or neglect may lead to a criminal investigation, so must not do anything that may jeopardise a police investigation, such as asking a student leading questions or attempting to investigate.

iii. In all cases staff should communicate with the young person in a way that is appropriate to their age, understanding and preference. This is especially important for young people who have any form of disability or learning difficulty and for those whose first language is not English. The nature of this communication will also depend on the substance and seriousness of the concerns, and it may be necessary for the young person to have an advocate with them when they meet with the Designated Safeguarding Leads or their Deputies.

Furthermore, it should be recognised that young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of young people, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration
- the potential for young people with SEN and disabilities to be disproportionately impacted by behaviours such as bullying
- communication barriers which may exist in overcoming barriers

iv. Where necessary, a referral will be made by the Designated Safeguarding Leads or Deputies to Children's Services, the police, or the Channel Panel as appropriate. They will clarify with the statutory authorities, whether, and if so when, and by whom, the family should be told about any referral.

In all cases of disclosure and allegation the Designated Safeguarding Leads and Deputies will ensure that these are recorded on the College's data log.

Contextual Safeguarding will be considered in all cases. As outlined in Keeping Children Safe in Education, "all staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or College and can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation, and serious youth violence"

As a college, we will consider the various factors that have an interplay with the life of any student about whom we have concerns within the college and the level of influence that

these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

While this term applies to this specific definition, the notion of considering a young person within a specific context is also important. What life is like for a young person outside the college gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

Early Intervention & Family Help Framework:

The College prioritises early identification of needs, utilising local multi-agency **Family Help** pathways (at both targeted early help and statutory levels) to support students and families before concerns escalate.

Specific Vulnerabilities: Staff must maintain heightened vigilance for students with additional risk factors, explicitly including **Young Carers** and **Students with Medical Conditions**, alongside those with SEND or care experience.

3.2 ALLEGATION OF PEER-ON-PEER ABUSE (also referred to as child-on-child abuse)

In all cases the member of staff should complete a ProMonitor Confidential Safeguarding Referral and follow the process outlined above.

In such cases the College's Disciplinary Policy may be used alongside these procedures.

Where this is a report of sexual violence or sexual harassment the principles laid out in in Part Five: Child on child sexual violence and sexual harassment of Keeping Children Safe in Education will be followed.

The intervention of child protection agencies in situations involving sexual activity between young people can require difficult professional judgements. It is important to distinguish between consensual sexual activity between young people of a similar age and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

Decisions should be made on a case-by-case basis, on the basis of an assessment of the young people's best interests and wishes. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which the young person is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the young people
- Any disability or special needs of the young people
- Their social and family circumstance
- Any evidence in the behaviour or presentation of the young people that might suggest they have been harmed
- Any evidence of pressure to engage in sexual activity
- Any indication of sexual exploitation
- Any other contextual safeguarding information.

The Designated Safeguarding Lead and their Deputies will consult with Part 5 of KCSiE in managing this process.

Where a referral has been made to the Police and/or Children's Services, but this has not been taken further, a thorough College investigation should take place into the matter using the College's usual procedures. In situations where the College considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Where allegations of peer-on-peer abuse have been made support will be offered to the victim, perpetrator and other students affected.

In all cases of disclosure and allegation the Designated Safeguarding Lead and Deputies will ensure that these are recorded on the College's data management system.

3.3 Allegation of Abuse against a Member of Staff

i. If an allegation is made by a staff member against another member of staff (including supply staff) the allegation should be reported immediately to the Principal, Designated Safeguarding Lead and the Director of People & Organisational Development, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Chair of Corporation, who will work with the Nominated Safeguarding Governor. At this point it should be established whether this is a concern (where there is a question about the practice of an individual), a complaint (where the individual has not followed College policy) or an allegation of abuse (where the individual has put a young person at risk).

Where it is agreed that this is an allegation of abuse the Principal or Designated Safeguarding Lead (or Chair of Corporation)
should:

- Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Principal or Designated Safeguarding Lead (or Chair of Corporation).
- Record information about times, dates, locations and names of potential witnesses.

Staff should also note that should they observe behaviour by another member of staff that they feel is inappropriate they are professionally obligated to report their concerns. They should do so to the Designated Safeguarding Lead or Director of People & Organisational Development in the first instance.

ii. **Initial Assessment**

The Principal, Designated Safeguarding Lead/Deputy DSL and Director of People & Organisational Development (or Chair of Corporation where the allegation is against the Principal) should make an initial assessment of the allegation (case manager). If further guidance is required, the Designated Safeguarding Lead should consult with the Local Authority Designated Officer (LADO). Where the allegation is considered to be either a potential criminal act or indicates that the young person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to Children's Services, the Police and Ofsted (if linked with the Nurseries), as advised by the LADO. The LADO should be advised of all cases where it is alleged that a person who works with young people has behaved towards a child or young person in a way that indicated s/he is unsuitable to work with young people.

It is important that the Principal or Designated Safeguarding Lead (or Chair of Corporation) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Where the allegation is not considered to be a criminal act, other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff (i.e., a concern or complaint) and is not a cause of significant harm to the child or young person. The matter should be addressed in accordance with the College disciplinary procedures.
- The allegation is likely to be false because the alleged facts could not possibly be true.

iii. **Enquiries and Investigations**

Safeguarding Welfare enquiries by Children's Services or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The Safeguarding Welfare agencies, including the police, have no power to direct the College to act in a particular way; however, the College should assist the agencies with their enquiries.

If directed by the Police or Children's Services, the College shall hold in abeyance its internal enquiries while the formal Police or Children's Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the police, the Principal or Designated Safeguarding Lead (or Chair of Corporation) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal and Designated Safeguarding Lead (or Chair of Corporation) are responsible for ensuring that the College gives every assistance with the agency's enquiries and will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Principal or Designated Safeguarding Lead (or Chair of Corporation) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

Subject to objections from the police or other investigating agency, the Principal or Designated Safeguarding Lead (or Chair of Corporation) shall:

- inform the young person/persons or parent making the allegation that the investigation is taking place and what the likely process will involve.
- ensure that the parent of the young person making the allegation has been informed that the allegation has been made and what the likely process will involve.
- inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- inform the Chair of Corporation of the allegation and the investigation.

The Principal or Designated Safeguarding Lead (or Chair of Corporation) shall keep a written record of the action taken in connection with the allegation.

iv. **Suspension of Staff**

The suspension procedures should be conducted in accordance with the existing staff disciplinary procedures.

Where a member of staff is suspended, the Principal (or Chair of Corporation) should address the following issues:

- The Principal shall inform the Chair of Corporation of the suspension of a member of staff in writing.
- The Board should receive a report that a member of staff has been suspended pending investigation, the detail given to the governing body should be minimal.
- If necessary, the Chair of Corporation will take action to suspend the Principal, where the Principal has been suspended, the Chair of Corporation will need to take action to address the management of the College.

- The parents/carers of the young person making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the young person making the allegation of the suspension.
- Senior staff who need to know of the reason for the suspension should be informed.
- Depending on the nature of the allegation, the Principal should consider with the Chair of Corporation whether a statement to the students at the College and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.
- The Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. Hampshire Children's Service, the LADO and external investigating authorities should be consulted.
- The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals via a named representative of the College.
- The suspension should remain under review in accordance with the College disciplinary procedures.

v. **The Disciplinary Investigation**

The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.

The young person/persons making the allegation and/or their parents/carers should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff (if suspended).

The Principal (or Chair of Corporation) should give consideration to what information should be made available to the general population of the College.

vi. **Allegations without foundation**

False or malicious allegations may be indicative of problems of abuse elsewhere. A record should be kept, and a referral made to Children's Services in order that other agencies may act upon the information.

In consultation with the Designated Safeguarding Lead and the nominated Safeguarding Governor, the Principal shall:

- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding welfare/action will be taken. Consideration should be given to offering counselling/support.
- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- where the allegation was made by a young person other than the alleged victim, consideration to be given to informing the parents/carers of that young person.
- prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

vii. **Records**

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform the Disclosure and Barring Service.

viii. **Monitoring Effectiveness**

Where an allegation has been made against a member of staff; the Designated Safeguarding Lead and the nominated Safeguarding Governor should, at the conclusion of the investigation

and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies. Consideration should also be given to the training needs of staff.

Also see page 13 on Low Level concerns.

4. Event & External Speakers

Any external speaker will need to be approved prior to their visit to college. Those arranging speakers must submit an external speaker consent form to the Vice Principal (Students, Learning, Quality) 15 working days before the event.

If the form is approved, the staff responsible for the event must then ensure that the speaker reads the information for visiting speakers and signs the declaration form.

All forms can be found in Appendix B to this policy.

5. Searching, Seizing & Confiscation

The Principal (and staff authorised by the Principal) can ask students to comply with a search (i.e. ask them to empty their pockets and bag) but only if they have reasonable grounds for suspecting that the student may have a prohibited item (for example in the case of drugs, seeing drug taking or paraphernalia – this can be a report from a third party/witness). A search cannot be on the basis of suspicion such as 'looking tired' as this may lead to unconscious bias.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and any drug-related paraphernalia
- stolen items
- fireworks
- pornographic images

The Principal (or staff authorised by the Principal) can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental.

A search must always be conducted in the presence of a witness – never alone.

Appropriate Adult:

How the Police conduct themselves when a person is detained and / or questioned is covered by the Police and Criminal Evidence Act 1984 (PACE) Code C. In paragraph 1.7 the PACE guidance advises that "The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the appropriate adult (AA) is **expected** to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

SECTION C: INFORMATION FOR STAFF

The following is adapted from Hampshire Safeguarding Children Board. Further information on all aspects of safeguarding is available from www.hampshiresafeguardingchildrenboard.org.uk.

The information is intended as reference material for staff. In all cases where a member of staff has a concern, they should submit a ProMonitor Confidential Safeguarding Referral.

6. Types of Abuse, Neglect & Exploitation

All College staff should be aware that abuse, neglect and exploitation 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 (e.g. via the internet). They may be abused by an adult or adults or 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 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, frottaging, 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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.

Exploitation: Child Sexual Exploitation and Child Criminal Exploitation are explained in Section 12.

All staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

7. Preventing Radicalisation & Extremism

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers

Extremism refers to the vocal or active opposition to our Fundamental British Values.

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

Terrorism refers to actions that endangers or causes serious violence to people, serious damage to property or serious interference to electronic systems.

The College and its staff must have due regard to the need to prevent people from being drawn into terrorism. The Prevent Duty requires that all staff are aware of the signs that a young person may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a young person becoming radicalised. All staff have received awareness training in order that they can identify the signs of young people being radicalised and Prevent is discussed with students through the College's Tutorial programme.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any young person who is considered vulnerable to radicalisation will be referred by the Designated Safeguarding Leads to Hampshire Children's Services, where the concerns will be considered in the MASH process. If the Prevent Officer considers the information to be indicating a level of risk a "Channel Panel" will be convened and a representative from the College will attend and support this process.

Possible Indicators of Radicalisation

There are many indicators that might suggest an individual is being radicalised.

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.

- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups).
- Attempts to recruit others to the group/cause/ideology.
- Communications with others that suggest identification with a group/cause/ideology.
- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills.
- Using insulting or derogatory names or labels for another group.
- Speaking about the imminence of harm from the other group and the importance of action now.
- Expressing attitudes that justify offending on behalf of the group, cause or ideology.
- Condoning or supporting violence or harm towards others.
- Plotting or conspiring with others.

8. Sex Based Violence

https://www.gov.uk/government/policies/violence-against-women-and-girls

The Government has a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how the College will respond to violence against girls. Female genital mutilation, forced marriage, honour-based violence and teenage relationship abuse all fall under this strategy.

8.1 Female Genital Mutilation (FGM)

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the Police. In these situations, the member of teaching staff should inform the Designated Safeguarding Lead and/or Principal as soon as possible and call the Police to report suspicion that FGM has happened.

At no time will staff examine students to confirm this.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the Designated Safeguarding Lead who will report it as with any other child protection concern.

8.2 Forced Marriage

www.gov.uk/guidance/forced-marriage

In the case of young people: '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 three victims of forced marriage in the UK 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.

Policies and practices in the College reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to young people who may be at risk of forced marriage, staff should not undertake roles in this regard that are most appropriately discharged by other Children's Services professionals such as Police Officers or Social Workers.

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 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.
- 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.

Where there is a concern that a student is at risk of a forced marriage the College will contact the Forced Marriage Unit.

8.3 Honour Based Abuse

http://www3.hants.gov.uk/hants-hbv-multi-agency-guidance-v2-july-2010.pdf
http://www.hampshiresab.org.uk/wp-content/uploads/Hants-HBV-multi-agency-guidance-V5-2013.pdf

The term Honour-based abuse is now used instead of Honour-based Violence to recognise non-violent forms of abuse.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage.
- wear clothes or take part in activities that might not be considered traditional within a particular culture.
- convert to a different faith from the family.

Women and girls are the most common victims of honour-based abuse however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- coercion and/or control, including social isolation.
- sexual or psychological abuse.
- forced marriage.
- being held against your will or taken somewhere you don't want to go.
- assault.

If staff believe that a young person is at risk from honour-based abuse the Designated Safeguarding Lead will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the student is at immediate risk the police will be contacted in the first place. It is important that if honour-based abuse is known or suspected that communities and family members are NOT spoken to prior to referral to the Police or Social Care as this could increase risk to the young person.

8.4 Teenage Relationship Abuse

https://www.citizensadvice.org.uk/family/gender-violence/
https://www.gov.uk/government/publications/this-is-abuse-summary-report
https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship

Students may get into a relationship where they feel scared, intimidated or controlled, which is a sign of an abusive relationship.

Research has shown that teenagers didn't 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 didn't 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 didn't 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 these research findings the College will provide education to help prevent teenagers from becoming victims and perpetrators of abusive relationships.

Abusive relationships
Abusive relationships can happen to adults, children and young people in mixed or same-sex relationships. Abusive behaviour can be:

- Physical (e.g. hitting, kicking, slapping)
- Emotional (e.g. humiliating you or putting you down, blaming you, preventing you from seeing friends, demanding to know where you are)
- Sexual (forcing you to do sexual acts you don't want to do or send images)
- Threatening behaviour

Healthy relationships allow individuals to:

- Feel safe and respected
- Feel comfortable being themselves
- Not feel controlled by someone else
- Not feel threatened or emotionally hurt by someone else

8.5 Breast Ironing

Breast ironing is a practise whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty.

Breast ironing is often carried out by the girl's mother with the belief that she is:

- Protecting her daughter from sexual harassment and / or rape
- Preventing the risk of early pregnancy by "removing" signs of puberty
- Preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education

Breast ironing is a cultural custom originating in Cameroon, where up to 24% of girls are believed to have experienced it. It is also practiced in other nations such as: Guinea-Bissau, Chad, Togo, Benin, Guinea.

However, there are indications that the tradition has now spread to the Central and West African Diaspora living within the UK. Around 1,000 9–15 year old girls in the UK are currently thought to be at risk of breast ironing.

9. Sexual Violence and Sexual Harassment Between Teenagers and Young Adults

What is Sexual violence and sexual harassment?
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
(Updated September 2021)

Ofsted's Review of sexual abuse in schools and colleges revealed how prevalent sexual harassment and online sexual abuse is for children and young people and that, the issues are so widespread that they need addressing for all children and young people
https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges

i. Sexual violence

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.

ii. **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/ young person on child/ young person sexual harassment. Sexual harassment is likely to violate a young person'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.
- 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.
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The DSL/Deputy will follow the principles laid out in part 5 of Keeping Children Safe in Education.

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

The Safeguarding team will support individual students who make disclosures, or those who have had a disclosure made on their behalf, by supporting them to do one or more of the following:

- report to the Police.
- report the abuse to Children's Services where appropriate.
- preserve any evidence for the police.
- make no report of the incident.
- seek appropriate medical care.
- signpost to specialist support services.
- receive advice on available support, including college counselling.

The safeguarding team may then liaise with external agencies, such as the police and/or specialist services for aiding such support.

A key consideration is for staff not to view or forward illegal images of a child is the allegation relates to sharing nudes or semi-nudes. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Where the victim and alleged perpetrator are both students at the College, where a disclosure leads to a police investigation or criminal charge, support will be offered to both the victim and perpetrator by the college safeguarding team. Further advice will be sought from Children's Services in such cases.

Support information:

NSPCC – Report, Remove Tool - https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/
Find nearest Rape Crisis Support service: https://rapecrisis.org.uk/centres.php
DfE Guidance - Sexual violence and sexual harassment between children in schools & colleges
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

10. The Trigger Trio

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio', which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and young people has occurred.

They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

Trigger Trio i: Domestic Abuse
https://www.hampshire.police.uk/advice/advice-and-information/daa/domestic-abuse/
https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people

Keeping Children Safe in Education (2022) has provided an update regarding domestic abuse. **An update following the Domestic Abuse Act 2021 introduces the statutory definition of domestic abuse and recognises children as victims of domestic abuse in their own right, as children seeing or hearing abuse are also victims.**

Domestic abuse is any incident or pattern of incidents of controlling, coercive or 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. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to young people and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Young people witnessing or hearing domestic abuse is recognised as 'significant harm' in law. These young people may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a young person is living within a relationship with domestic abuse include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses college
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a young person is living with domestic abuse, but should be considered as indicators that this may be the case.

Trigger Trio ii: Parental Mental Health
https://www.gov.uk/government/publications/the-mental-health-strategy-for-england

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a young person's developmental needs, but it is essential to always assess its implications for each young person in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For young people the impact of parental mental health can include:

- The parent/carer's needs or illnesses taking precedence over the young person's needs.
- The young person's physical and emotional needs neglected.
- A young person acting as a young carer for a parent or a sibling.
- A young person having restricted social and recreational activities.
- The young person finds it difficult to concentrate, impacting on educational achievement.
- A young person missing College regularly as (s)he is being kept home as a companion for a parent/carer.
- A young person adopting paranoid or suspicious behaviour as they believe their parent's delusions.
- A young person witnessing self-harming behaviour and suicide attempts (including attempts that involve the young person).
- Obsessional compulsive behaviours involving the young person.

Trigger Trio iii: Parental Substance Misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.'

Parental substances misuse of drugs or alcohol becomes relevant to child protection when substances misuse and personal circumstances indicate that their parenting capacity is likely to be

seriously impaired or that undue caring responsibilities are likely to be falling on a young person in the family.

For young people the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for young people (family finances used to fund adult's dependency).
- Lack of engagement or interest from parents in their development, education or wellbeing.
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour.
- Bullying (including due to poor physical appearance).
- Isolation – finding it hard to socialise, make friends or invite them home.
- Tiredness or lack of concentration.
- The young person talking of or bringing into College drugs or related paraphernalia.
- Injuries/accidents (due to inadequate adult supervision).
- Taking on a caring role.
- Continued poor academic performance including difficulties completing College work.
- Poor attendance or late arrival.

These behaviours themselves do not indicate that a young person's parent is misusing substances, but should be considered as indicators that this may be the case.

11. Missing, Exploited and Trafficked Children (MET)

Within Hampshire, the acronym MET is used to identify all young people who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

11.1 MET i: Children Missing from Education

https://www.gov.uk/government/publications/school-attendance

Patterns of young people missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a young person is missing does not reduce risk of harm to that young person, and all absence or non-attendance should be considered with other known factors or concerns.

Designated Safeguarding Leads and staff should consider:

Missing lessons:

- Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the young person remain on the College site or are they absent from the site?
- Is the young person being sexually exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other students routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible
- Does the parent/ carer appear to be aware and are they condoning the behaviour?

- Are the young person's peers making comments or suggestions as to where the young person is?

Continuous missing days:

- Has the College been able to make contact with the parent? Is medical evidence being provided?
- Does the College have any concerns about radicalisation, FGM, forced marriage, honour-based abuse, sexual exploitation?
- Does the College have any concerns about physical or sexual abuse?

The DfE's Working together to improve school attendance is now statutory guidance. **This is useful for colleges and reinforces register completion as essential, as accurate data is required to identify absence concerns.**

11.2 MET ii: Children Missing from Home or Care

https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
http://www.childrenssociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways

Young people who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that young people run away from conflict or problems at home or college, neglect or abuse, or because young people are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The Association of Chief Police Officers has provided the following definitions and guidance.

"Missing person" is: 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'

An absent person is: 'A person not at a place where they are expected or required to be.'

All cases classified as 'missing' by the Police will receive an active police response – such as deployment of Police Officers to locate a young person. Cases where a young person was classified as 'absent' will be recorded by the Police and risk assessed regularly but no active response will be deployed.

Within any case of young people who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking young people there will be pressure to make contact with their trafficker

If the parent is unaware of the location of their young person, and the definition of missing is met, the College will either support the parent to/directly contact the police to inform them.

11.3 MET iii: Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

http://paceuk.info/

Child Sexual Exploitation is not limited by the age of consent and can occur up until the age of 18. CSE involves young people being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

CSE can happen via technology without the young person's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Indicators a young person may be at risk of CSE include:

- going missing for periods of time or regularly coming home late.
- regularly missing College or not taking part in education.
- appearing with unexplained gifts or new possessions.
- associating with other young people involved in exploitation.
- having older boyfriends or girlfriends.
- suffering from sexually transmitted infections.
- mood swings or changes in emotional wellbeing.
- drug and alcohol misuse.
- displaying inappropriate sexualised behaviour.

CSE can happen to a young person of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

The College will educate all staff in the signs and indicators of sexual exploitation and the Designated Safeguarding Leads will share information as appropriate with Children's Social Care.

The College recognises that it may have information or intelligence that could be used to both protect young people and prevent risk.

11.4 MET iv: Trafficked children

Human trafficking is defined by the UNHCR in respect of young people as a process that is a combination of movement (including within the UK) for the purpose of exploitation.

Any young person transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that young people (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 young person 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 young person and their adult carers is not good.
- Is one among a number of unrelated young people found at one address.
- Has not been registered with or attended a GP practice.
- Is excessively afraid of being deported.

For those young people 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.
- Evidence of drug, alcohol or substance misuse.
- Being in the community in clothing unusual for a young person 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 young person has no known links.
- Possible inappropriate use of the internet and forming online relationships, particularly with adults.

These behaviours themselves do not indicate that a young person is being trafficked, but should be considered as indicators that this may be the case.

11.5 MET v: Child Criminal Exploitation (including County Lines)

Child Criminal Exploitation refers to circumstances where an individual or group takes advantage of an imbalance of power to control, coerce or manipulate a young person into criminal activity:

- in exchange for something the victim needs or wants
- for the financial advantage of the perpetrator
- through violence or the threat of violence

It is important to note that the victim may have been criminally exploited even if the activity appears consensual.

CCE can include young people being forced to work in cannabis factories, being coerced into County Lines, forced to shoplift or to threaten other young people.

Indicators of CCE may include:

- having unexplained gifts or new possessions
- misusing drugs or alcohol

- going missing for periods of time
- regularly missing College

Criminal exploitation of children and young people 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. This type of criminal exploitation is referred to as 'County Lines' and often takes place across counties and mobile 'lines' are used to supply the drugs.

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.

County Lines is sometimes referred to as 'Going Country'.

11.6 MET vi: 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.

The College has a duty and a responsibility to protect its 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 students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

The College will:

- 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 especially into Pupil Referral Units (PRUs) or alternative provision
- work with local partners to prevent anti-social behaviour or crime.

11.7 MET vii: Serious Violent Crime

Staff should be aware of the indicators which may demonstrate that a young person is at risk from or involved in serious violent crime. This may include absence a change in friendships or relationships with older individuals, significant changes in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate association with criminal gangs.

Where staff have concerns that a student is being involved in serious violent crime, they should inform the Designated Safeguarding Leads or their Deputies as a matter of urgency who will follow the guidance laid out in part 5 of Keeping Children Safe in Education 2020.

12. Drugs and Substance misuse

https://www.gov.uk/government/publications/drugs-advice-for-schools
The College has a separate Drugs and Alcohol Misuse Policy.

13. Technologies

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of young people use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make young people vulnerable and to abuse them.

Technologies i: Online Safety
https://www.thinkuknow.co.uk/Teachers/
http://www.saferinternet.org.uk/

Keeping Children Safe in Education (2026) sees the addition of 'Guidance for Newly Qualified Teachers (& trainees)'. This will be a crucial aspect of the Induction process for new/trainee teachers.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907864/UKCIS_Online_Safety_Audit_for_NQTs_and_ITTs_final.pdf

With the current speed of online change, some parents and carers have only a limited understanding of online risks and issues. Parents and staff may underestimate how often young people come across potentially harmful and inappropriate material on the internet. The issues centre on three themes:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interactions with other users
- Conduct: displaying personal online behaviour that increases the likelihood of, or causes, harm

The college will therefore seek to provide information and awareness to both students and their parents/guardians through:

- Curriculum activities involving raising awareness around staying safe online
- High profile events / campaigns e.g., Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

The college will also maintain the following web filtering, monitoring and online safeguarding mechanisms:

- All network traffic for the college operated sites is filtered and protected by a central firewall and filtering appliance and further protected from attack by Jisc's Janet Managed Router Service.
- The College keeps a tight schedule for updates on all networked devices and deprecates devices that are discontinued for security updates.
- The college only allows active staff and students and trusted third parties to access the college's network. Access to resources is controlled by allowing least permissive access.
- Access to staff for all systems and services when not on college premisses are controlled by MFA and conditional access policies, where this is available in that system or service.
- Full end-point protection is in place for all college devices

- The college has a process in place for vetting applications and services prior to their use. Applications on the network are monitored and reviewed.
- The college ensures all devices and software are maintained and up to date, both for licensing and update purposes.
- Cyber Security and Data Protection Training is provided to all staff as part of their induction and again at regular intervals.

Technologies ii. Social Media

https://www.thinkuknow.co.uk/11_13/Need-advice/Ready-for-social-networking/
http://www.childnet.com/search-results/?keywords=social%20networking
http://www.kidsmart.org.uk/socialnetworking/
https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/

As in the previous section on Online Safety parents and carers may underestimate how often young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The College will therefore seek to provide information and awareness to both students and their parents through:

- Raising awareness around staying safe online through the Forum sessions

The College has a Student Social Media Policy.

Technologies iii: Cyberbullying

Cyberbullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

Cyberbullying may include:

- Bullying by texts or messages or calls on mobile phones.
- The use of mobile phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, and defamatory or humiliating material on websites, to include blogs, personal websites, and social networking sites.
- Using e-mail to message others.
- Hijacking/cloning e-mail accounts.
- Making threatening, abusive, defamatory or humiliating remarks in online forums.

Cyberbullying may be at a level where it is criminal in character.

It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If the College becomes aware of any incidents of cyberbullying, it will consider each case individually in line with its policies and where a criminal act may have been committed, the College will pass on information to the Police.

Technologies iv: Sexting
https://www.thinkuknow.co.uk/14_plus/Need-advice/Selfies-and-sexting/https://www.thinkuknow.co.uk/Teachers/Resources/
https://www.hampshire.police.uk/police-forces/hampshire-constabulary/areas/campaigns/2018/sextortion/
https://www.thinkuknow.co.uk/14_plus/
https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting may take place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

The College will use age-appropriate educational material to raise awareness through its tutorial sessions and liaise with Children's Services on any such cases.

Technologies v: Gaming
http://www.childnet.com/search-results/?keywords=gaming
http://www.kidsmart.org.uk/games/

Online gaming is an activity that the majority of young people and many adults get involved in. The College will raise awareness by highlighting relevant resources and providing support for students and for parents/ carers for whom gaming has become an issue, because of the time the student is spending on gaming and/or the impact it is having on their academic performance.

Technologies vi: Online reputation
http://www.childnet.com/resources/online-reputation-checklist
http://www.kidsmart.org.uk/digitalfootprints/

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that young people and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

The College will raise awareness through its tutorial sessions.

Technologies vii: Grooming
http://www.childnet.com/search-results/?keywords=grooming
http://www.internetmatters.org/issues/online-grooming/

Online grooming is the process by which one person with an inappropriate sexual interest in young people will approach them online, with the intention of developing a relationship with that young person, to be able to meet them in person and intentionally cause harm.

The College will raise awareness through its tutorial sessions.
The College has a General Use of Computer Equipment & Data Network Policy.

Technologies viii: Misinformation, disinformation & conspiracy theories

The 2025 edition of KCSiE has added 'misinformation', 'disinformation', and 'conspiracy theories' as examples of online risks. Disinformation is the deliberate creation and spread of false information, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

AI-Generated Risks & Terminology:

Staff must be alert to emerging safeguarding risks associated with Artificial Intelligence (AI), including the creation and dissemination of AI-generated nude/semi-nude images, deepfakes, and digitally altered media.

Terminology Update: The policy adopts updated statutory language, moving away from "sexting" or "indecent images" to **"nudes and semi-nudes"**. This encompasses youth-produced imagery, coerced media, and AI-generated content.

14. Bullying

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Specific emerging forms of bullying include:

i. Prejudice-based abuse/Hate Crime

Prejudice based abuse or hate crime is any 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
- 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 college 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 students 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 students to organisations and groups that sanction violence, terrorism or hatred.

The College will respond by:

- Identifying prejudice-based incidents and hate crimes and using the College's policies as appropriate.
- Taking preventative action to reduce the likelihood of such incidents occurring through creating a culture where all are valued and respected and one which is in line with the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Recognising the wider implications of such incidents for the College and local community.
- Ensuring that staff are familiar with procedures for dealing with prejudice-based incidents and hate crimes.
- Dealing with perpetrators of prejudice-based abuse effectively through the College's policies.
- Supporting victims of prejudice-based incidents and hate crimes.
- Ensuring that staff address bullying and refer on as appropriate.
- Creating a culture where reporting takes place via promoting safeguarding email.

ii. Faith Abuse

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

The number of known cases of child abuse linked to accusations of "possession" or "witchcraft" is small, but young people 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 young person as being "different", attributes this difference to the young person being "possessed" or involved in "witchcraft" and attempts to exorcise him or her.

A young person 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 young person.

There are various social reasons that make a young person 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 young person lives.

15. Other Potential Safeguarding Issues

i. Medical Conditions

a. Students with medical conditions (in college)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

As a college we will ensure that staff are able to support a young person with a medical condition.

All relevant staff will be made aware of the condition to support the young person and be aware of medical needs and risks to the young person where this is known and consent has been given, or in exceptional cases where this in the vital interests of the individual (i.e. where risk to life).

The college has a responsibility to remain uptodate with changes to guidance regarding medical conditions.

Recent Update: Adrenaline Auto-Injectors (AAIs / EpiPens) & Severe Allergies:

The College maintains emergency spare Adrenaline Auto-Injectors (AAIs) across all campus sites for use in cases of anaphylaxis.

- **Storage & Access:** Spare AAIs are kept in clearly marked, accessible, non-locked locations within First Aid / Safeguarding hubs.

- **Administration:** Spare AAIs may be administered to students with a known allergy and prescribed AAI (where parental/medical consent is logged), or to students where anaphylaxis is recognized for the first time in an emergency.

- **Staff Training:** Designated staff undergo regular training on recognizing anaphylaxis symptoms and using specified AAI devices. 999 emergency services must be called immediately whenever an AAI is administered.

(Updated Department of Health and Social Care guidance)

b. Students with medical conditions (out of college)

There will be occasions when young people are temporarily unable to attend College on a full-time basis because of their medical needs. These young people are likely to be:

- suffering from long-term illnesses
- with long-term post-operative or post-injury recovery periods
- with long-term mental health problems

Where it is clear that an absence is having an impact on a young person's performance the College will meet with the student (or parent if the student is not able to attend) to discuss the procedures as outlined by the College's Fitness to Study Policy.

ii. <u>SEN and Disabilities SEND</u>

Young people who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration
- The potential for young people with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Have fewer outside contacts than other young people
- Receive intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties that may make it difficult to tell others what is happening
- Be inhibited about complaining for fear of losing services
- Be especially vulnerable to bullying and intimidation
- Be more vulnerable than other young people to abuse by their peers.

As a college we will respond to this by:

- Making it common practice to enable disabled young people to make their wishes and feelings known in respect of their care and treatment
- Ensuring that disabled young people receive appropriate personal, health and social education
- Making sure that all disabled young people know how to raise concerns
- Recognising and utilising key sources of support including staff in school/college, friends and family members where appropriate

- Developing the safe support services and a culture of openness and joint working with parents and carers on the part of services
- Ensuring that guidance on good practice is in place and being followed

In certain cases, personal care may be required by a student and where this is the case there will be a clear and agreed plan in place.

iii. Fabricated or induced illness

There are three main ways that a carer could fabricate or induce illness in a young person. These are not mutually exclusive and include:

- Fabrication of signs and symptoms. This may include fabrication of past medical history.
- 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.

If the College is concerned that a young person may be suffering from fabricated or induced illness it will liaise with Children's Services.

iv. Mental Health

Keeping Children Safe in Education (2021) saw the introduction of recommended training for senior mental health leads, to help introduce or develop their whole school or college approach to mental health.
https://www.gov.uk/guidance/senior-mental-health-lead-training

Teachers see their students day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of young people. There are many resources that can be used as guidance.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213761/dh_124058.pdf
http://www.youngminds.org.uk/
https://www.gov.uk/government/publications/the-mental-health-strategy-for-england

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in young people' lives. These include:

- Loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the young person having to live elsewhere, being taken into care or adopted.
- Life changes – such as the birth of a sibling, moving house or changing Colleges or during transition from secondary school to sixth form/college.
- Traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, College staff will provide opportunities for the young person to talk or receive support within the College environment. Parents will be informed as appropriate of the concerns and a shared way to support the young person will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service.

v. Children in Care/ Care in Care/ Care Leavers

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer.

In general, looked after children are:

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units.

In a safeguarding context, children in care can be vulnerable due to trauma they have experienced. It is also essential that staff have the awareness that care leavers can be vulnerable, especially encountering risk and barriers associated with independent living.

vi. Homelessness

When we refer to homelessness, we should also be considering instances where students are 'sofa surfing'.

As a college we recognise that being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare. The impact of losing a place of safety and security can affect a young person's behaviour and attachments.

In line with the Homelessness Reduction Act 2017 the College will promote links into the Local Housing Authority for the parent or care giver in order to raise/progress concerns at the earliest opportunity.

We recognise that whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a young person has been harmed or is at risk of harm.

The following factsheets usefully summarise the new duties:
https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets.

vii. Young People & the Court System

As a college we recognise that young people are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the College will aim to support young people through this process.

We recognise that making arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for young people. This College will support young people going through this process.

viii. Young People with family members in prison

Young people who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.

This College aims to:

- Understand and respect the young person's wishes about sharing information. If other young people become aware the College will be vigilant to potential bullying or harassment.
- Keep as much contact as possible with the parent and caregiver.
- Maintain good links with the remaining caregiver in order to foresee and manage any developing problems.
- Be sensitive in lessons - The College will consider the needs of any young person with an imprisoned parent during lesson planning.
- Provide extra support – The College recognises that having a parent in prison can attach a real stigma to a young person, particularly if the crime is known and particularly serious. The College will provide support and mentoring to help a young person work through their feelings on the issue.

Alongside pastoral care the College will use the resources provided by the National Information Centre on Children of Offenders in order to support and mentor young people in these circumstances.

ix. Private fostering

Private fostering is an arrangement by a young person'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 young person 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 young person is being privately fostered the College will inform the Children's Services Department and inform both the parents and carers that it has done so.

x. Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some young people have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the young person in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the young person without the requirement for a social work assessment or plan being in place.

Where a concern becomes apparent the College will endeavour to support the parents and signpost them to external support.

Appendix A: Remote Learning & Safeguarding

Context

Periods of remote learning could be necessary at the College as a result of local lockdowns relating to health issues, adverse weather conditions or during periods of disaster recovery at the College.

In general, there are likely to be four different scenarios:

- The teacher is at home but the students are all on site (for example where a teacher is unwell or affected by rail strike).
- The teacher is at home and some students are also at home (for example where the teacher and students are unwell or affected by rail strike)
- The teacher is on site, some students are in the classroom, but a significant proportion are at home
- The teacher and students are all at home (for example during a local lockdown, adverse weather conditions, rail strike or a disaster at the campus)

At all times, keeping students safe is always our top priority and all staff have a responsibility to promote the welfare of students and maintain an attitude of **"it could happen here".**

In the context of remote learning, staff are reminded to be particularly mindful of the welfare of students and to pass any concerns on to the Safeguarding team at the relevant campus (safeguarding@hsdc.ac.uk)

Teaching from home is different to teaching in the classroom but staff should always adhere to the Staff Code of Conduct at all times.

Teachers may be using a variety of methods when delivering lessons remotely:

- Preparation of material that is made available online for students to use
- Live streaming of the teacher delivering the lesson with student cameras enabled if they wish, but all students will most likely use chat to contribute

Guiding principles

Whilst the College will operate in a very different way during periods of closure the fundamental safeguarding principles remain the same

- The best interest of the student must always come first
- Anyone with a safeguarding concern or information on the welfare of a student must complete a Student Welfare Disclosure Form and send this through to the safeguarding leads
- If a member of staff has concerns about another member of staff, they should follow the guidelines in the main policy (section A, 6.3)

In addition, staff should be vigilant to situations where students are having difficulty accessing remote learning.

Staff Responsibilities

Staff are expected to have read:

- this annexe
- the main Child Protection & Safeguarding Policy
- part 1 of Keeping Children Safe in Education

- the Staff Code of Conduct

When teaching remotely staff should:

- only use approved platforms for delivery of live lessons. This will normally be Google Meet. The Director of IT should be contacted for approval of any alternative platform with a justification. Google classroom can be used for organising resources and providing teaching material where a live lesson is not possible. A recorded lesson can be uploaded to Google Classroom.
- remind students regularly that:
    - their cameras will be turned off by default at the start of a live stream and that it is the student's decision whether to switch this on or not
    - their backgrounds should be neutral or blurred and if appropriate they should let family members in the household know about the session
    - they should be dressed for study and conduct themselves as they would in a standard lesson
    - they should mute their microphones when not contributing
- always inform students if the session is going to be uploaded to Google Classroom and check that students agree to this happening
- always inform students if the session is being recorded from Meet and check that students agree to this happening
- always inform students if you are using a webcam and check that students agree to being in shot
- set appropriate boundaries and maintain the same professional standards as when teaching in the classroom
- always be the last to leave the session and ensure it has ended
- always be mindful of where they are delivering a live session and ensuring that the background is neutral (or blurred) and where nothing personal can be seen or heard in the background
- never plan to conduct a live session with just one student (in cases where this is essential there should be more than one member of staff present or it must be agreed in advance with ELT). If the planned session was for more than one student but only one student is present, then this must be recorded, and the student must be made aware of this
- contact students only through official accounts and never personal ones
- reinforce messages about online safety

Vulnerable students

There are a number of vulnerable students at the College. These may include:

- those with an EHCP
- those who are Care Experienced Young People
- those with a social worker
- others identified as vulnerable by the Health & Wellbeing team

These students may need more support during a period of college closure and staff should be vigilant to potential issues and responsive to requests for information from the SEND and Health & Wellbeing Teams.

Online Safety

During a period of college closure, and especially a prolonged period, students will inevitably be spending and encouraged to be spending, more time online. The College is committed to keeping students safe online whilst maximising the use of technology through:

- the use of web filters & monitoring software

- raising the awareness of online safety themes through tutorial programme sessions
- staff training in delivering remote learning
- raising the awareness of online safety support websites to staff, students and parents (e.g. net-aware.org.uk and thinkuknow.co.uk)

Appendix B: Event & External Speaker Form

EXTERNAL SPEAKER CONSENT FORM (STAFF)

- **You will need to submit this form to the DSL 15 working days before the event.**

Staff responsible for external speaker:		**Campus**: SD/H/A
Proposed Speaker:		
Contact details of company/ external speaker:	Address: Contact Details:	
Topic:		
Location, time and date:	Location: Time: Date: / /	
Purpose of visit:		
Who will be attending this event? (Please state: course(s) including level, student numbers and any other consideration)		
Do you know the proposed speaker in a personal capacity? (Please give details.)		
Is there a payment due for this event? (Please give details.)		

Background Checks (minimum 2)	**X to confirm**
Website Checked	
Printed Literature Checked	
Resources to be Presented	
Google Search Completed	
Other Colleges Recommended	
Other Checks, please state e.g. translation	

Please confirm:	**X to confirm**
I have read the College's Prevent Strategy and Policy	
I will provide the external speaker with the Information for Visiting Speakers	
I will ensure the external speaker completes the Declaration Form	
I will forward the Declaration Form to the Vice Principal (Students, Learning, Quality)	
I have attached outline(s) / copies of resources to use, if appropriate	

Signature		**Date:**	
Approved / Refused (reason for refusal)		**Date:**	

Information for Visiting Speakers and Declaration Form

All visiting speakers must read this document and complete the Declaration Form prior to attending the College

Safeguarding

HSDC recognises the moral and statutory responsibility to safeguard and promote the welfare of all young people. The College makes every effort to provide a safe and welcoming environment underpinned by a culture of openness where both young people and adults feel secure, able to talk and believe that they are being listened to.

HSDC maintains an attitude of "it could happen here" where safeguarding is concerned. Safeguarding is the responsibility of everyone and not just that of the Designated Safeguarding Lead and Deputies.

At all times the College's approach will focus on PREVENTION, PROTECTION and SUPPORT and the College is committed to fulfilling its' duties with regard to Safeguarding by:

1. Establishing a safe environment within which young people can learn and develop
2. Supporting students who have been, or are, at risk of significant harm
3. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers who work with young people
4. Carrying out regular Child Protection and Safeguarding Training, in line with legal requirements
5. Publishing and implementing clearly defined procedures for identifying and reporting cases, or suspected cases, of abuse
6. Developing and promoting effective working relationships with other agencies, including the Police and Children Services

Visiting Speakers will be accompanied at all times on-site (unless they are in possession of an appropriate DBS). If during a visit, a Visiting Speaker has any concerns that a member of the College community has been harmed, or is at risk of harm, or receives a disclosure from a student they should contact the safeguarding team or speak to Reception as a matter of urgency.

The full HSDC Safeguarding and Child Protection Policy can be found on the website
https://www.hsdc.ac.uk/governance-and-management/policies/

Please remember it is the responsibility of all of us to keep our young people safe.

Prevent

Prevent is part of the Government's National Counter-Terrorism strategy and places a duty on Colleges to have due regard to the need to prevent people from being drawn into terrorism.

At HSDC Prevent is very much part of our Safeguarding work through safeguarding young people from the threat of terrorism by challenging ideologies, protecting vulnerable individuals and supporting institutions.

All staff have a responsibility in protecting students at risk from radicalisation and any suspicious activity should immediately be referred to a member of the safeguarding team.

Radicalisation can take many forms and example indicators are listed in section 4.2 of the College's Prevent Strategy
https://www.hsdc.ac.uk/governance-and-management/policies/

Fundamental British Values

At HSDC we see fundamental British Values as underpinning what it is to be a citizen in a modern and diverse Great Britain. As well as actively promoting these values to our students, we also embed these into student work across all curriculum areas.

The five key British values are **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. These serve as a foundation to our College Charter where we promote equality and diversity throughout our community and meet our duty to the Counter-Terrorism and Security Act (2015).

The **Safeguarding Team** can be contacted on:

safeguarding@hsdc.ac.uk

Declaration Form (To be completed by the visiting speaker) (Please read Information for Visiting Speakers overleaf)

Name of Speaker:

Dates in College:

☐ I am not banned or disqualified from working with children nor subject to any sanctions or conditions on my employment imposed by the Disclosure and Barring Service, the Secretary of State or regulatory body.

☐ I understand that, where appropriate, my session should actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.

☐ I understand that it is the College's intention for all who study and work at the College, regardless of their age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership to have equality of opportunity.

☐ I understand that while on the College site I must be supervised by an employee of the College unless I have the required DBS check and the prior agreement of the College.

☐ I understand that my event may be recorded / filmed by the College. These recordings are for future reference and to prevent the abuse of trust, and will not be made public without my consent.

I declare that the information I have given on this form is complete and accurate.

Signed: **Date**:

Appendix C: Information for Employers

Keeping our Students Safe

Please ensure you read this very important information

Reporting a concern regarding the safety and/or welfare of a student

- Remain calm, listen patiently and without interruption, keep questions to a minimum- Do not begin investigating, this is for the safeguarding team/external agencies to do
- Do not offer or agree to keep their disclosure in confidence
- Inform the individual that you are required to share your concerns. If an emergency inform the relevant emergency services dialling **999.**
- Ensure that the HSDC safeguarding team are aware by contacting a member of the safeguarding team via Reception: **023 9387 9999.** If a non-urgent case, email the safeguarding team using the address below: safeguarding@hsdc.ac.uk

Safeguarding

HSDC recognises the moral and statutory responsibility to safeguard and promote the welfare of all young people. The College makes every effort to provide a safe and welcoming environment underpinned by a culture of openness where both young people and adults feel secure, able to talk and believe that they are being listened to. We expect employers to provide this safe environment for our students while on work experience

As an employer, please could you ensure you are fulfilling your safeguarding duties by:

1. Establishing a safe environment within which young people can learn new skills, knowledge and behaviours
2. Supporting students as they learn, providing a nominated supervisor, making clear to the student that they can discuss any concerns with this individual
3. Ensuring that you practice safe recruitment in checking the suitability of staff and volunteers who come into contact with the young person on work experience
4. Contacting the college immediately if there are any concerns about students during work experience

Please be vigilant while students are within your institution. If students disclose any concerns, please contact HSDC, types of abuse are listed below to help define what we mean by harm:

- **Physical harm**

This harm is not accidental. Physical abuse is deliberate harm to a person which causes bruises, cuts, burns or broken bones.

- **Emotional harm**

This is sometimes called psychological abuse. Emotional abuse is the ongoing emotional maltreatment. It can involve deliberately trying to scare or humiliate a person.

- **Neglect**

This can include not to providing adequate food and clothing; shelter or including exclusion from home.

- **Sexual abuse**

The age of consent is 16 years old. Below that age, the law states a young person cannot consent to sexual acts. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities.

- **Bullying**

This can be defined as deliberately hurtful behaviour. It is usually repeated over a period of time and occurs where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical, verbal and emotional.

Prevent

Prevent is part of the Government's National Counter-Terrorism strategy and places a duty on colleges to have due regard to the need to prevent people from being drawn into terrorism. At HSDC Prevent is very much part of our safeguarding work through safeguarding young people from the threat of terrorism by challenging ideologies and protecting vulnerable individuals. We all have a responsibility in protecting students at risk from radicalisation and any suspicious activity should immediately be referred to a member of the HSDC safeguarding team.

Radicalisation can take many forms and example indicators are listed in section 4.2 of the College's Prevent Strategy https://www.hsdc.ac.uk/governance-and-management/policies/

Fundamental British Values

At HSDC we see fundamental British Values as underpinning what it is to be a citizen in a modern and diverse Britain. As well as actively promoting these values to our students, we also embed these into all aspects of student learning. It would be very beneficial for students if the five key British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are promoted to students while on work experience in your institution. These serve as a foundation to our ways of working at HSDC where we promote equality and diversity throughout our community, and meet our duty to the Counter-Terrorism and Security Act (2015)

Appendix D: Safeguarding Contact Sheet for Duty Managers

For all emergency situations call 999

If you consider any young person to be at risk, contact the following:

HAMPSHIRE CHILDREN'S SERVICES
Telephone: 0300 555 1384 (during office hours 8.30am – 5.00pm)
0300 555 1373 (out of hours)
If this line is engaged, you will be put through to an answer phone. Leave your name and number and you will be called back.

Professional Line: 01329 225379

PORTSMOUTH MASH
02392 688793 or 0845 671 0271

SURREY CHILDREN'S SERVICES
Telephone: 0300 470 9100 (Monday to Friday 9.00am – 5.00pm)

Emergency Duty Team *(provides emergency social work service for urgent situations which arise out of normal office hours for the West Surrey area):*
Telephone: 01483 517898
Email: edt.ssd@surreycc.gov.uk

WEST SUSSEX CHILDREN'S SERVICES
Telephone: 01403 229900 (Out of hours telephone: 033022 26664 or in an emergency call 07711 769657)
Fax:01243777229 Email: socialcare@westsussex.gov.uk

PREVENT OFFICER: *Helene Morris*
Prevent Regional HE/FE Co-ordinator – South East of England, Department for Education

VIRTUAL SCHOOL HEADS
Hampshire:
Jessica Fewell - Jessica.Fewell@hants.gov.uk
Alison Mulkerins - Alison.Mulkerins@hants.gov.uk

Portsmouth:
Tina Henley - Tina.Henley@portsmouthcc.gov.uk

Surrey:
Marissa Langley - marissa.langley@surreycc.gov.uk
Anne Vickers - Anne.Vickers@surreycc.gov.uk

For Looked After Children - Contact the college DSL or Looked After Designated Teacher

If you suspect **any** criminal activity contact the following:
HAMPSHIRE & IOW POLICE
Telephone: 0845 045 45 45/or 101

If there is a query regarding a notifiable infectious disease contact the following:
PUBLIC HEALTH ENGLAND (WESSEX) Telephone: 0845 055 2022

Appendix E: Information for Contractors

Information for Contractors

Please ensure you read this very important information

1. Ensure a DBS is shared before starting any work. Report to reception on arrival and sign in. https://assets.publishing.service.gov.uk/media/6a9088e19a177a1decf97b01/Keeping_children_safe_in_education_2026_Part_one.pdf
2. Work safely and responsibly and be aware of responsibility for own actions and behaviour. Avoid any conduct which would lead any reasonable person to question their motivation and intentions. Avoid contact with students.
3. It is the responsibility of all adults to safeguard and promote the welfare of children and young people, always report a concern to reception (02393 879999) or via email if non-urgent: safeguarding@hsdc.ac.uk.
4. Be seen to work, in an open and transparent way.
5. Never be in contact with students without college supervision.
6. Stay within the agreed work area and access routes.
7. Obtain permission if you need to go outside the agreed work area or access routes.
8. Keep staff informed of where you are and what you are doing.
9. Do not use inappropriate language
10. Dress appropriately i.e., dress in a way such that:
    - It is not likely to be viewed as offensive or revealing,
    - Does not distract, cause embarrassment, or give rise to misunderstanding,
    - Is absent of any political or otherwise contentious slogans.

Prevent

Prevent is part of the Government's National Counter-Terrorism strategy and places a duty on colleges to have due regard to the need to prevent people from being drawn into terrorism. At HSDC Prevent is very much part of our safeguarding work through safeguarding young people from the threat of terrorism by challenging ideologies and protecting vulnerable individuals. We all have a responsibility in protecting students at risk from radicalisation and any suspicious activity should immediately be referred to a member of the HSDC safeguarding team.

College Values / British Values

At HSDC our values are Kindness & Respect = Inclusion + Success. In addition, we promote British Values, these are: **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.** Please always respect these values whilst working at HSDC.

Relevant Documents:

Statutory Guidance & Departmental Standards (Department for Education)

- **Department for Education.** (2026). *Keeping Children Safe in Education (KCSIE 2026): Statutory guidance for schools and colleges*. HM Government.
- **Department for Education.** (2023, updated 2024/2026). *Working Together to Safeguard Children: Multi-agency statutory guidance to safeguard and promote the welfare of children*. HM Government.
- **Department for Education.** (2026). *Part One: Overview for All Staff – Keeping Children Safe in Education*. HM Government.
- **Department for Education.** (2024). *Sharing nudes and semi-nudes: advice for education settings responding to issues of non-consensual sharing*. HM Government.

Safer Recruitment & Vetting Legislation

- **Disclosure and Barring Service.** (2024). *DBS Workforce Guides and Regulated Activity in Education Settings*. HM Government.
- **UK Parliament.** *The Safeguarding Vulnerable Groups Act 2006* (as amended by the Protection of Freedoms Act 2012). UK Public General Acts.

Medical & Emergency Protocols

- **Department of Health and Social Care.** (2017, updated 2024). *Guidance on the use of adrenaline auto-injectors in schools*. HM Government.
- **Resuscitation Council UK.** (2021, updated 2024). *Emergency treatment of anaphylactic reactions: Guidelines for healthcare providers and educational settings*. RCUK.