




# Christ the King College

<b>Document Title</b>	<b>Safeguarding Policy</b>
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<b>Signature</b>	
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<b>Capacity</b>	<b>Chair of Governors</b>
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### Amendments Page

Version	Page/Section	Comment
	Page 5 Line 18 under definition of 'Child'	'Child' now refers to all young people registered as learners at the College, rather than those 'who have not yet reached their 18 <sup>th</sup> birthday'
V2-03/17	Page 17 'Technologies'	Text added 'Please see paragraphs 67-69 KCSiE 2-16'
V3-05/18	Page 12	'and the Isle of Wight' added under the heading 'Missing, Exploited and Trafficked Children'
	Page 15-16	First three paragraphs under the heading 'Child Sexual Exploitation' removed and replaced by two new ones.
	Page 18	Last paragraph under 'On-line Safety' removed.
	Page 23-24	New section inserted entitled 'Special educational needs and disabilities'
	Page 24-26	Insertion of new material under the heading 'Intimate Care'
	Page 34	Removal of paragraph regarding photographs after the student is no longer registered with us.
	Annex	Removal and Annex 1 and renumbering of numbers 2 and 3.
	39	Change 'CPLO' to 'DSL' for JSH Removal of Pat Goodhead's name and replaced by Matthew Quinn
V4-09/18	P5	'2028' added to the reference to KCSiE
	P6	Contextual Safeguarding added
	P7-8	Additional text included under FGM (4 <sup>th</sup> and final paragraphs)
	P11	Sexual Violence and Sexual Harassment Between Children added
	P11	'The Trio' becomes 'The Trigger Trio' with 3 new paragraphs
	P14	Under the heading Missing, Exploited and Trafficked Children 'sexually' removed in the second line
	P15	Under the second section of bullet points - 'are they condoning the behaviour' added to the second line - 4 <sup>th</sup> line added Under the third section of bullet points - 3 <sup>rd</sup> line added
	P18-19	Child Criminal Exploitation added
	P19	The heading of 'Trafficked Children' changed to include Modern Slavery
		Additional 2 <sup>nd</sup> bullet point added under this heading.
	P25-26	The following text was added: - Homelessness - Children and the Court System - Children with Family Members in Prison
	P38	Disqualification Under the Children Act added
	Annex 1	Changed
	P43	Changes made to personnel
V5-07/19	Page 5	<b>Changes to key personnel</b>
	Page 6	<b>Additional text on Peer on Peer Abuse and Sexual Violence</b>
	Page 7	<b>Honour Based Violence added to the heading</b>
	Page 43	<b>Changes to personnel</b>

## **Safeguarding Policy**

Christ the King College is a Voluntary Aided Secondary School which caters for students aged 11-18 on the Isle of Wight. The College is supported by both the Church of England Diocese of Portsmouth and the Roman Catholic Diocese of Portsmouth.

Christ the King College is committed to providing an outstanding education for all students that is firmly grounded on Christian principles. Our College policies are reflective of this commitment and aim to ensure the safety and wellbeing of all members of our College community.

It is also expected that the implementation of our policies reflects those Christian principles on which Christ the King College is founded.

## Christ the King College Safeguarding Policy

*This policy should be read in conjunction with the College's Child Protection Policy and Staff Code of Conduct*

### **Policy Statement**

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their College life. As a College we are committed to safeguarding and promoting the welfare of all of our students.

The actions that we take 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 will link to other policies which will provide more information and greater detail.

### **Aims**

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the College.
- To demonstrate our commitment to protecting children.

### **Principles and Values**

Safeguarding is everyone's responsibility. As such it does not rest with the Designated Safeguarding Lead (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, are a specialist area of safeguarding and a separate lead for this area is in place in the College.

Safeguarding processes are intended to put in place measures that minimise harm to children. There will be situations where gaps or deficiencies in the policies and processes we have in place 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.

All students in our College are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the student, take their worries seriously and share the information with the safeguarding lead. In addition, we provide students with information of who they can talk to outside of College both within the community and with local or national organisations who can provide support or help.

As a College, we review this policy at least annually in line with DfE, IOWSCB, IOWCC and any other relevant guidance.

## **Areas of Safeguarding**

Within Keeping Children Safe in Education (2019) and the Ofsted inspection guidance (2015), there are a number of safeguarding areas directly highlighted or implied within the text.

These areas of safeguarding have been separated into issues that are emerging or high risk issues (part 1); those related to the students as an individual (part 2); other safeguarding issues affecting students (part 3); and those related to the running of the College (part 4).

### **Definitions**

Within this document:

**‘Safeguarding’** is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

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. This also includes parents and Governors.

**Child** refers to all young people registered as learners at the College. On the whole, this will apply to students of our College, however the policy will extend to visiting children and students from other establishments.

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

### **Key personnel**

The Designated Safeguarding Lead for the College is: Mr Stuart Gurney

The Deputy Designated Safeguarding Lead is: Mr Richard Clark

## **Part 1 – High risk and emerging safeguarding issues**

### **Contextual Safeguarding**

In KCSiE 2018 the DfE refer to contextual safeguarding as a specific term that has come out of research from the University of Bedfordshire.

*The definition of Contextual Safeguarding is “an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore children’s social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.”*

For us as a College, we will consider the various factors that have an interplay with the life of any pupil 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 child within a specific context is also important. What life is like for a child outside the school gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

#### Peer on peer abuse

Staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
  - 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;

#### Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

## *Preventing Radicalisation and Extremism*

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

[http://4lscb.proceduresonline.com/chapters/p\\_child\\_subject\\_violent\\_extremism.html](http://4lscb.proceduresonline.com/chapters/p_child_subject_violent_extremism.html)

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent>

The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received Prevent training through SMARTLOG in order that they can identify the signs of children being radicalised.

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

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the College will attend and support this process.

## *Honour based Violence / Gender based violence / Violence against women and girls*

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

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy. Staff have had training in recognising and preventing FGM.

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

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

[http://4lscb.proceduresonline.com/chapters/p\\_fem\\_gen\\_mut.html](http://4lscb.proceduresonline.com/chapters/p_fem_gen_mut.html)

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 newborn, 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. 'known' cases are those where either a girl informs the person an act of FGM – however described has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM act. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called 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 DSL who will report it as with any other child protection concern.

While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice 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. This practice is considered to be abusive and should be referred to children's social care

## Forced Marriage

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

[http://4lscb.proceduresonline.com/chapters/p\\_forced\\_marriage.html](http://4lscb.proceduresonline.com/chapters/p_forced_marriage.html)



In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

Policies and practices in this College reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to students who may be at risk of forced marriage, teachers and College leaders 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.

### ***Characteristics that may indicate forced marriage***

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

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

## **Honour Based Violence**

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence>

[http://4lscb.proceduresonline.com/chapters/p\\_hon\\_based\\_vio.html](http://4lscb.proceduresonline.com/chapters/p_hon_based_vio.html)

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

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 violence 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 violence 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
- 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 student is at risk from honour based violence the DSL 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 violence 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 child.

## Teenage Relationship Abuse

<https://www.gov.uk/government/publications/this-is-abuse-summary-report>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/healthy-relationships>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/healthy-relationships>

<https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-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 this the College will provide education in PSHE and through Chelsea's Choice to try and prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

## Sexual Violence and Sexual Harassment Between Children

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

Within our College all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

As a College we are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'.

We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

Within the child protection policy, there is a clear procedure for how we deal with situations where sexual assaults or behaviour considered criminal between children has taken place.

As a College we will follow the "*Sexual violence and sexual harassment between children in schools and colleges*" advice provided by the DfE

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable.

## 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 children has occurred.

The above are viewed as indicators of increased risk of harm to children and young people. In an analysis 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.

These factors will have a contextual impact on the safeguarding of children and young people.

## Domestic Abuse

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/secondary-domestic-abuse>

[http://4lscb.proceduresonline.com/pdfs/pr\\_sq\\_chi\\_dom\\_abuse.pdf](http://4lscb.proceduresonline.com/pdfs/pr_sq_chi_dom_abuse.pdf)

[http://4lscb.proceduresonline.com/chapters/p\\_dom\\_viol.html](http://4lscb.proceduresonline.com/chapters/p_dom_viol.html)

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

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 children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Children witnessing domestic abuse is recognised as ‘significant harm’ in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a child 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 child is living with domestic abuse, but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

## Parental mental health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

[http://4lscb.proceduresonline.com/chapters/p\\_childatrisk\\_mhpar.html](http://4lscb.proceduresonline.com/chapters/p_childatrisk_mhpar.html)

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 child's developmental needs, but it is essential to always assess its implications for each child 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 children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing College regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.

- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

## Parental Substance misuse

[http://4lscb.proceduresonline.com/chapters/p\\_chil\\_drug\\_mis\\_par.html](http://4lscb.proceduresonline.com/chapters/p_chil_drug_mis_par.html)

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 substance misuse of drugs or alcohol becomes relevant to child protection when substance 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 child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (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 bullying due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child 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 homework on time
- Poor attendance or late arrival

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

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

## Missing, Exploited and Trafficked Children (MET)

[http://4lscb.proceduresonline.com/chapters/p\\_missing\\_exploit\\_traff.html](http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html)

Within Hampshire and the Isle of Wight, the acronym MET is used to identify all children who are missing; believed to be at risk of or being 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.

## **Children Missing from Education**

[http://4lscb.proceduresonline.com/chapters/p\\_child\\_miss\\_edu.html](http://4lscb.proceduresonline.com/chapters/p_child_miss_edu.html)

<https://www.gov.uk/government/publications/College-attendance>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf)

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

DSLs 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 child remain on the College site or are they absent from the site?

- Is the child 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?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the College of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Do the parents appear to be aware and are they condoning the behaviour?
- Are the student's peers making comments or suggestions as to where the student is at?
- Can the parent be contacted and made aware?

Continuous missing days: Has the College been able to make contact with the parent? Is medical evidence being provided? Are siblings attending College (either our or local Colleges)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs? Is the child safe?

The College will view absence as both a safeguarding issue and an educational outcomes issue. The College may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

## 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>

Children 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 children run away from conflict or problems at home or College, neglect or abuse, or because children 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 child. Cases where the child was classified as 'absent' will be recorded by the police and risk assessed regularly but no active response will be deployed.*

*The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.*



Within any case of children 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 children there will be pressure to make contact with their trafficker

As a College we will inform all parents of children who are absent (unless the parent has informed us).

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

## Child Sexual Exploitation (CSE)

<http://paceuk.info/>

[http://4lscb.proceduresonline.com/chapters/p\\_sexual\\_exploit.html](http://4lscb.proceduresonline.com/chapters/p_sexual_exploit.html)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (*Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*, February 2017).

- Exploitation can be isolated (one-on-one) or organised group/criminal activity
- There can be a big age gap between victim and perpetrator, but it can also be peer-on-peer
- Boys can be targeted just as easily as girls – this is not gender specific
- Perpetrators can be woman and not just men
- Exploitation can be between males and females or between the same genders

- Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, eg. Looked After Children, Young Carers, children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted.

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing College or education 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; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child 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.

As a College we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form ([SERAF](#)) and [associated guidance](#) to identify students who are at risk and the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form [Annex 1]

## Child Criminal Exploitation (including county lines)

Child Criminal Exploitation is defined as:- *'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'*

The exploitation of children and young people for crime is not a new phenomenon as evidenced by Fagan's gang in Charles Dickens book, Oliver Twist. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push:pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

A current trend in criminal exploitation of children and young people are 'county lines' which refer to a 'phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver the drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas.

Indicators that a child may be criminally exploited include:

- Increase in **Missing episodes** – particular key as children can be missing for days and drug run in other Counties
- Having unexplained amounts of money, **new high cost items** and multiple mobile phones
- Increased social media and phone/text use, almost always secretly
- **Older males** in particular seen to be hanging around and driving
- Having injuries that are unexplained and unwilling to be looked at
- Increase in **aggression, violence and fighting**
- Carrying **weapons** – knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- **Significant missing** from education and disengaging from previous positive peer groups
- Parent concerns and significant changes in behaviour that affect emotional wellbeing

We will treat any child who may be criminally exploited as a victim in the first instance and refer to children's social care in the first instance. If a referral to the police is also required as crimes have been committed on the College premises, these will also be made.

## Trafficked Children and modern slavery

[http://4lscb.proceduresonline.com/chapters/p\\_safeg\\_traff\\_ch.htm](http://4lscb.proceduresonline.com/chapters/p_safeg_traff_ch.htm)

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

- Movement (including within the UK);
- Control, through / threat of harm
- For the purpose of exploitation

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

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;

- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

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

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

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

If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

## Technologies

[http://4lscb.proceduresonline.com/chapters/p\\_ca\\_information.html](http://4lscb.proceduresonline.com/chapters/p_ca_information.html)

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children 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 children vulnerable and to abuse them. Please see paragraphs 67-69 KCSiE 2-16.

## Online Safety

<https://www.thinkuknow.co.uk/Teachers/>

<http://www.saferinternet.org.uk/>

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children 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
- access to illegal, harmful or inappropriate images or other content;
- the potential for excessive use which may impact on the social and emotional development and learning of the young person.

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

- Acceptable use agreements for children, teachers, parents/carers and governors
- A planned E-Safety Curriculum involving raising awareness around staying safe online
- Key E-Safety messages will be reinforced as part of a planned programme of Worship and form group activities / pastoral activities
- Students to be taught in all lessons to be critically aware of the materials / content they access online and be guided to validate the accuracy of information
- Rules for use of ICT systems / Internet will be posted in all rooms;
- Information included in letters, newsletters, web site, VLE
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Staff should act as good role models in their use of ICT, the Internet and mobile devices

## Social media

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<http://www.saferinternet.org.uk/search-results?keywords=social%20networking>

<http://www.childnet.com/search-results/?keywords=social%20networking>

<http://www.kidsmart.org.uk/socialnetworking/>

<http://www.lqfl.net/esafety/Pages/Primary-resource-matrix.aspx>

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- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy
- Key E-Safety messages will be reinforced as part of a planned programme of Worship and form group activities / pastoral activities
- Appropriate user level filtering is provided to help to ensure student safety and to prevent students accessing social networking sites for personal use.

## Cyberbullying

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_College\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_College_Staff_121114.pdf)

<http://www.hampshire.police.uk/internet/asset/f0db2eea-0e3c-4fb4-b98c-e3fa681b860P/primary-social-networking-cyber-bullying>

Central to the College's anti-bullying policy should be the principle that '*bullying is always unacceptable*' and that '*all students have a right not to be bullied*'.

The College should also recognise that it must take note of bullying perpetrated outside College which spills over into the College and so we will respond to any cyber-bullying we become aware of carried out by students when they are away from the site.

Cyber-bullying 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."

By cyber-bullying, we mean bullying by electronic media:

- 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, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying 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 we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The College will pass on information to the police if it feels that it is appropriate or are required to do so.

## Sexting

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+%27Sexting%27>

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

'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 often takes 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.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The College will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the College for advice.

## Gaming

<http://www.saferinternet.org.uk/search-results?keywords=gaming>

<http://www.childnet.com/search-results/?keywords=gaming>

<http://www.kidsmart.org.uk/games/>

<http://www.lgfl.net/esafety/Pages/Primary-resource-matrix.aspx>

Online gaming is an activity that the majority of children and many adults get involved in. The College will raise awareness:



- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.
- By providing appropriate user level filtering to prevent the access to inappropriate games

## Online reputation

<http://www.childnet.com/resources/online-reputation-checklist>

<http://www.saferinternet.org.uk/search-results?keywords=online%20reputation>

<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 children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

## Grooming

<http://www.saferinternet.org.uk/search-results?keywords=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 children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The College will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online
- Are aware of safety and security settings for online media where they have stored personal data.
- Are aware of the need to ensure that the content of any online conversations is appropriate, and have an awareness of what is inappropriate

That parents should:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online



The College will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming
- Providing appropriate security and filtering within the network, to ensure the safety of students.

Please refer to the full E-safety Policy for Christ the King College for further information which is available on the College Website.

## Part 2 – Safeguarding issues relating to individual student needs

### **Homelessness.**

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

In line with the Homelessness Reduction Act 2017 this 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 child has been harmed or is at risk of harm.

### **Children & the Court System**

As a College we recognise that children 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 children through this process.

Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access.

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

Alongside pastoral support this College will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service.

These materials will also be offered to parents and carers if appropriate.

### **Children with family members in prison**

Children 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 Child's Wishes  
We will respect the child's wishes about sharing information. If other children become aware the school will be vigilante to potential bullying or harassment
- Keep as Much Contact as Possible with the Parent and Caregiver  
We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.

- Be Sensitive in Lessons  
This College will consider the needs of any child with an imprisoned parent during lesson planning.
- Provide Extra Support  
We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a child work through their feelings on the issue.

## **Students with medical conditions (in College).**

[www.gov.uk/government/publications/supporting-students-at-College-with-medical-conditions--3](http://www.gov.uk/government/publications/supporting-students-at-College-with-medical-conditions--3)

There is a separate policy outlining the College's position on this which is available from the College upon request.

As a College we will make sure that sufficient staff are trained to support any student with a medical condition.

All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

An individual healthcare plan may be put in place to support the child and their medical needs.

## **Students with medical conditions (out of College).**

[www3.hants.gov.uk/education/parents-info/inclusion-service.htm](http://www3.hants.gov.uk/education/parents-info/inclusion-service.htm)

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

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Where it is clear that an absence will be for more than 15 continuous College days the Education and Inclusion Service will be contacted to support with the student's education.

## **Special educational needs and disabilities**

Children 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 child's disability without further exploration;

- The potential for children with SEN and disabilities being disproportionately 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 children;
- 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 children to abuse by their peers.

As a College, we will respond to this by:

- Make it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment;
- Ensure that disabled children receive appropriate personal, health and social education (including sex education);
- Make sure that all disabled children know how to raise concerns and give them access to a range of adults with who they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication;
- Recognise and utilise key sources of support including staff in schools, friends and family members where appropriate;
- Develop the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services;
- Ensure that guidance on good practice is in place and being followed in relation to intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

## Intimate care

[http://4lscb.proceduresonline.com/chapters/q\\_int\\_care.html](http://4lscb.proceduresonline.com/chapters/q_int_care.html)

Guidelines for good practice adapted from the Chailey Heritage Centre

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The 4LSCBs believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present – quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person – organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two

carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children, it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.

2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.
3. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child – particularly a child you have not previously cared for – "is it OK to do it this way?", "can you wash there?", "how does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you, or dislikes you for some reason, ensure your line manager is aware of this.
4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a child's private parts rather than bare hands? Do you pull back a child's foreskin as part of daily washing? Is care during menstruation consistent across different staff?
5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal Valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.
6. If you are concerned that during the intimate care of a child:
  - a. You accidentally hurt the child;
  - b. The child seems sore or unusually tender in the genital area;
  - c. The child appears to be sexually aroused by your actions;
  - d. The child misunderstands or misinterprets something;
  - e. The child has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, eg sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent, individually defined, and varies according to personal experience, cultural expectations and gender. The 4LSCBs recognise that children who experience intimate care may be more vulnerable to abuse:-

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless.
- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult.
- Physical dependency in basic core needs, for example, toileting, bathing, dressing may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately.
- Repeated "invasion" of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them.
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer.

## Fabricated or induced illness

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

[http://4lscb.proceduresonline.com/chapters/p\\_fab\\_ind\\_ill.html](http://4lscb.proceduresonline.com/chapters/p_fab_ind_ill.html)

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

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

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children Board.

## Mental Health

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Colleges\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Colleges_160316.pdf)

<http://www.youngminds.org.uk/>

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Form tutors and class 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 students. The pastoral team have undertaken First Aid training in mental health.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in students' 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 child 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 primary to secondary College, or secondary College to sixth form; and
- **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 child to talk or receive support within the College environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement (or child's if they are competent as per Fraser guidelines).

## Part 3 – Other safeguarding issues impacting students

### **Bullying**

[http://4lscb.proceduresonline.com/chapters/p\\_bullying.html](http://4lscb.proceduresonline.com/chapters/p_bullying.html)

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

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm>

The College works to a separate bullying policy that can be found at on the College Website.

### **Prejudice based abuse**

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
- Gender identity
- Sexual orientation

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

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on 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.



As a College we will respond by:

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

## Drugs and substance misuse

<https://www.gov.uk/government/publications/drugs-advice-for-Colleges>

<http://www3.hants.gov.uk/education/hias/drug-and-alcohol/resources-for-Colleges.htm>

The College works to a separate Drug Policy that can be made available upon request.

## Faith Abuse

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

[http://4lscb.proceduresonline.com/chapters/p\\_ca\\_religion.html](http://4lscb.proceduresonline.com/chapters/p_ca_religion.html)

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure.

The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the College become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

## Gangs and Youth Violence

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

[http://4lscb.proceduresonline.com/chapters/p\\_safeg\\_gang\\_activity.html](http://4lscb.proceduresonline.com/chapters/p_safeg_gang_activity.html)

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a College we have a duty and a responsibility to protect our students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

As a College we will:

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

## Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

<http://www3.hants.gov.uk/private-fostering>

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

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

## 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 children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, 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 child(ren) 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 child(ren) without the requirement for a social work assessment or plan being in place.

As a College we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses through the Family Centres
- linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently
- Considering appropriate early help services

## Part 4 –Safeguarding processes

### **Safer Recruitment**

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

The College operates a separate safer recruitment process as part of the College's Recruitment Policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training. All members of the Senior Leadership Team are required to undertake the Safer Recruitment training, using the College's Educare online training facility.

The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

### **Staff Induction**

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, and part one of Keeping Children Safe in Education. This is part of the College's induction process and takes place whenever new staff join the College.

### **Health and Safety**

[www.gov.uk/government/publications/health-and-safety-advice-for-Colleges](http://www.gov.uk/government/publications/health-and-safety-advice-for-Colleges)

<http://www.hse.gov.uk/services/education/>

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The College has a Health and Safety policy which details the actions that we take in more detail.

## Site Security

[www.gov.uk/government/publications/College-security](http://www.gov.uk/government/publications/College-security)

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

- Visitors and volunteers enter at the reception and must sign in.
- Visitors and volunteers are identified by visitor badges and must be collected from Reception and, where possible, accompanied by a member of staff at all times.
- Children are only allowed home during the College day with adults/carers with parental responsibility or permission being given.
- All children leaving or returning during the College day have to sign out and in.
- All staff and Sixth Form students are required to wear their staff ID badges to identify them as members of the College community.
- All staff are required to be vigilant and either approach or report any strangers on site immediately.

## Off site visits

[www.hants.gov.uk/outdoor\\_education](http://www.hants.gov.uk/outdoor_education)

[www.hampshireoutdoors.com](http://www.hampshireoutdoors.com)

<http://oeapng.info/evc/>

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 infrequent 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 has an educational visits coordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in Colleges to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context.

## First Aid

[www.gov.uk/government/publications/first-aid-in-Colleges](http://www.gov.uk/government/publications/first-aid-in-Colleges)

There is a separate First Aid policy available from the College upon request.

## Physical Intervention (use of reasonable force)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-Colleges>

As a College we have a separate policy outlining how we will use physical intervention. This is available from the College upon request.

## Taking and the use and storage of images

<https://ico.org.uk/for-the-public/Colleges/photos>

As a College we will seek consent from the parent of a student and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in College publications, printed media or on electronic publications.

We will not seek consent for photos where you would not be able to identify the individual.

Photographs will only be taken on College owned equipment and stored on the College network. No images of students will be taken or stored on privately owned equipment by staff members.

## Transporting students

<http://documents.hants.gov.uk/education/LADOsafeguardingchildrenineducation2014templateletterforparent.doc>

On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the College. (This is in addition to any informal arrangements made directly between parents for after College clubs etc.)

In managing these arrangements the College will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for College staff using their cars on College business.

Where parents'/volunteers' cars are used on College activities the College will notify parents/volunteers of their responsibilities for the safety of students, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

All parents/volunteers are therefore asked to complete and return the form attached as Annex 2 to the College before they offer to use their car to help with transporting students.

## Disqualification under the Childcare Act

<https://www.gov.uk/government/publications/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 us 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 school 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.

## **Annex 1 – Community Partnership Information Form**

### **Guidance**

This form is for the sharing of non-urgent information by partner agencies that relates to the **Missing, Exploited and Trafficked** agenda and related issues, such as **Modern Slavery**. This form can also be used for information relating to **Community Cohesion** and related concerns such as; **Tensions, Political Unrest, Racial and Religious** issues, **Immigration, Asylum and Refugees**, and **Anti-Social Behaviour**. Information associated with **Organised Crime Group** activity, including rural, is also sought. This form is not a referral form, nor does it replace any pre-existing referral or notification mechanism. This information may be sanitised and used in subsequent partnership forums for the purposes of identifying and mitigating risk. Any questions or concerns regarding this form can be raised with your Police contact, or to FIB.

Completed forms should be sent electronically to **24/7-Intel@hampshire.pnn.police.uk**

<b>Your Details</b>			
Name			
Organisation			
Telephone		Email	

<b>Information</b> <i>including date and location</i>

<b>Information Source</b>	
Where did this information come from?	
Name	
Date of Birth	
Address	
Can they be re-contacted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If yes, provide details</i>	<div>Telephone</div> <div>Email</div>



How did they find this information out?
When did they find this information out?
Who else have you shared this information with?

**Annex 2****Transporting of students by parents**

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the College. (This is in addition to any informal arrangements made directly between parents for after College clubs etc.) The College is very grateful for this help. In managing these arrangements the College would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for College staff using their cars on College business.

Where parents/volunteers cars are used on College activities the Head should notify parents/volunteers of their responsibilities for the safety of students, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the College before they offer to use their car to help with transporting students.

This form will only need to be completed once for each driver. However, please inform the College if your circumstances change and you can no longer comply with these arrangements.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of students. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

**DECLARATION FORM**

## **Safeguarding statement**

At this College, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, students, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines.

The College may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

### **All drivers must:**

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

### **Insurance:**

- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on College activities. (This is unlikely to affect the cost of your insurance premium.)

### **Safety:**

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

I have read and understood the above requirements and agree to comply with them.  
I agree to inform the College if circumstances change and I can no longer comply with these arrangements.

Signature:

Date:

Name (Please print)

Number of seats in vehicle:



### **Confirmation of receipt of Safeguarding Policy**

I confirm that I have received Christ the King College's Safeguarding Policy and that I have read and understood it.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a student has been explained to me.

I am aware that Mr Gurney is the College's Designated Safeguarding Officer (DSL), Mr R Clark, Mrs J Hendey and Mrs R Brooman are the Deputies Designated Person and that Matthew Quinn and Nora Ward are also trained to a designated person standard for CP. I am also aware that Mrs L Burden is the nominated CP Governor.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return to Miss G. Long

**- E n d**