

Document Title: Safeguarding and Child Protection Procedure and Guidance

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Introduction

The Governors and college management team are committed to ensuring the safeguarding and welfare of all learners by:

Prevention - preventing the impairment of children's mental and physical health or development. Providing a safe environment for young people and vulnerable adults to learn in e.g. through robust staff recruitment, policies and procedures that support safeguarding, a positive college atmosphere which promotes the College values and provides excellent pastoral and welfare support for all learners.

Protection - protecting children from maltreatment. Identifying any young people and vulnerable adults who are suffering, or likely to suffer, significant harm, e.g. by neglect, physical injury, sexual abuse or emotional abuse or any aspect of bullying, harassment, coercion or radicalisation.

Supporting - ensuring that children grow up in circumstances consistent with the provision of safe and effective care. Working with children, vulnerable adults and their families to ensure they have the environment, resources and care they need to grow up healthy, happy and well.

Acting - taking action to enable all children to have the best outcomes. Taking appropriate action to see that all young people and vulnerable adults are kept safe, both at home and at the College. The College aims to identify support needs as early as possible. It will offer support in various forms either through internal services or through referral to external services depending on the needs identified.

In developing and reviewing these safeguarding policies and procedures the Governing Body and College management undertook consultation with staff, learners and the relevant bodies including the Swindon Safeguarding Partnership (SSP), the Department for Education, the police and the Disclosure & Barring Service, and follow recommended guidance.

Types and Possible Signs of Harm and Abuse

It is important to remember that lists, such as the one below, are neither completely definitive nor exhaustive. The information in such lists must be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

There can be an overlap between all the different forms of child abuse and all or several can co-exist.

Physical Abuse

Physical abuse causes harm to a child's person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Aggression towards others.
- Running away.

When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

Neglect

Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may involve a failure to provide adequate food clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, a child's basic emotional needs.

Signs of possible physical neglect:

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness and/or unexplained non-attendance at College.
- Untreated medical problems.
- Low self-esteem.
- Poor peer relationships.
- Stealing.

Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause serious and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self-worth. It may involve conveying to children that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may involve ridiculing them or making fun of the way they speak it may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all forms of abuse.

Signs of possible emotional abuse:

- Low self-esteem.
- Continual self-deprecation.
- Sudden speech disorder.
- Significant decline in concentration.
- Socio-emotional immaturity.
- 'Neurotic' behaviour (e.g. rocking, head banging).
- Self-harm/injury.
- Compulsive stealing.
- Extremes of passivity or aggression.
- Running away.
- Indiscriminate friendliness.

Sexual Abuse

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts, kissing, rubbing, and masturbation, touching under or over clothes. They may involve non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened. These are general indicators that child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

Behavioural

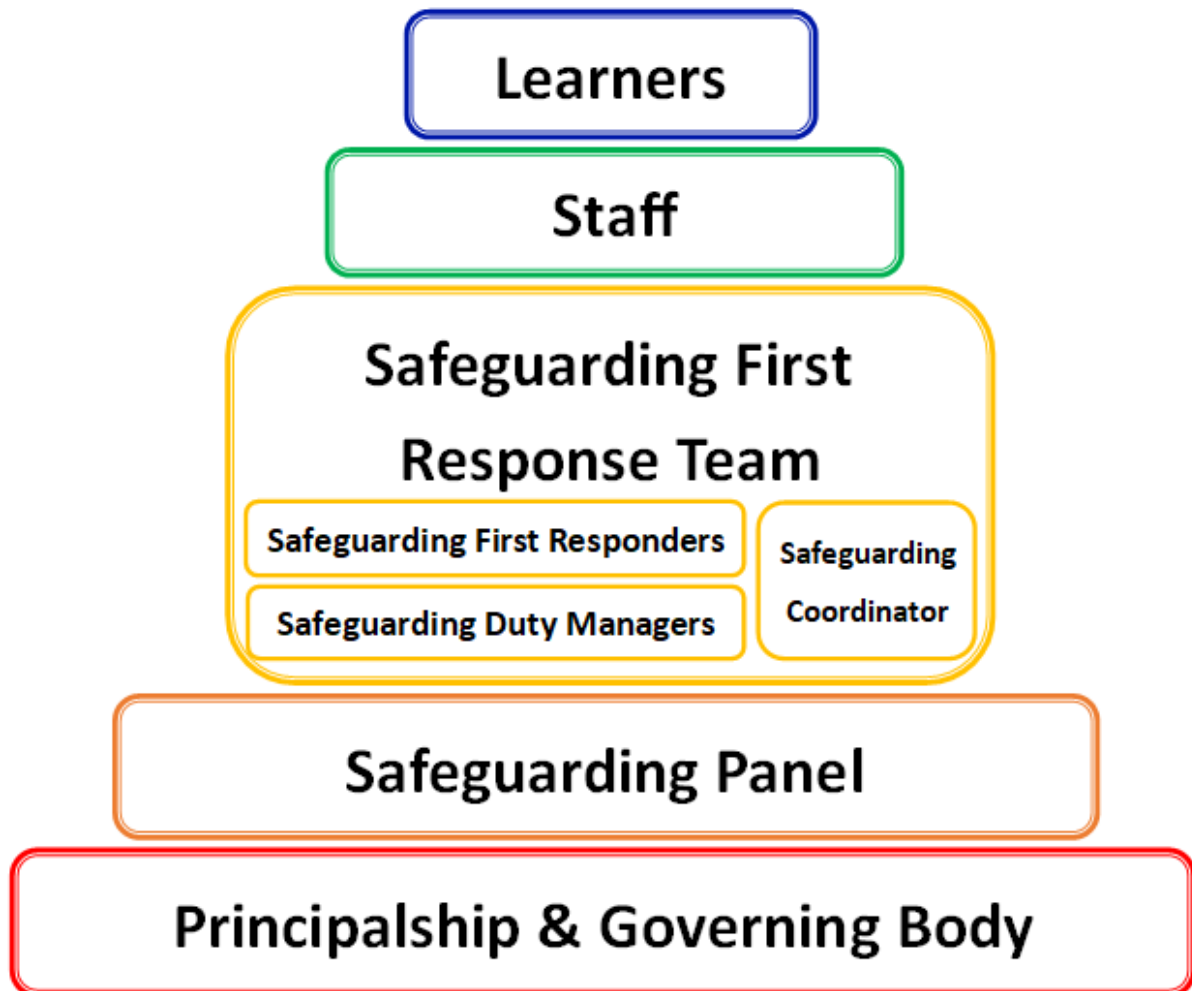
- Lack of trust in adults or over-familiarity with adults.
- Fear of a particular individual.
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Young people taking on the parental role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond the child's years
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in inappropriate ways, e.g. 'French kissing'
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Sexual promiscuity

Physical/Medical

- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self- mutilation/suicide attempts

Responsibility for Safeguarding and Child Protection

Safeguarding is everyone's responsibility and New College Swindon operates a pyramid of safeguarding support for the college community, with different groups and individuals performing different roles.



The Governing Body and College Management Team

The Governing Body and College management team have a joint responsibility to ensure that the College has policies and procedures in place in respect of safeguarding and child protection.

The Governing Body, and Principal & Chief Executive Officer have a responsibility to ensure that they, and all staff and volunteers working with young people and vulnerable adults, receive appropriate training to familiarise themselves with safeguarding issues and their responsibilities. This includes the College policies and procedures, receiving an update on legislation changes and emerging themes annually, as well as full refresher training at least every three years.

Designated Governor

The Governing Body has a Designated Governor with special responsibility for safeguarding and child protection issues, who has the appropriate experience to perform this role. This includes items relating to preventing radicalisation.

The designated member of the governing body with responsibility for safeguarding is:

Simon Cove

Contact via Tracy Scaife, Head of Governance

Tel: 07847184895

Email: tracy.scaife@newcollege.ac.uk

The Designated Governor is responsible for liaising with the Principal & Chief Executive Officer and Designated Safeguarding Lead over matters regarding safeguarding and child protection, including:

- Ensuring that the College has procedures and policies which are consistent with the Swindon Safeguarding Partnership procedures
- Ensuring that the Governing Body considers College safeguarding a priority
- Ensuring that each year the Governing Body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

The Chair of Governors has responsibility for responding to an allegation against the Principal & Chief Executive Officer. They would need to take guidance from the Local Authority Designated Officer, with the support of the Designated Safeguarding Lead and Head of HR on the next steps to be taken.

Designated Safeguarding Lead

There is a Senior Staff Member with Lead Responsibility for Safeguarding identified as the Designated Safeguarding Lead (DSL) The Designated Safeguarding Lead is assisted by a number of Deputy Designated Safeguarding Leads and a Safeguarding and Child Protection Team.

The DSL is:

Thom Young

Director of Student Services

Tel: 07570 952031

Email: thom.young@newcollege.ac.uk

The DSL reports to the Deputy CEO/Deputy Principal Curriculum and Learners

The DSL receives training in safeguarding, child protection issues and inter-agency working and will update their knowledge at least annually. The post-holder is required to keep up to date with developments in safeguarding and child protection issues supported by the Safeguarding and Child Protection Team.

The DSL is responsible for:

- Leading the strategic direction of safeguarding and child protection, and ensuring that there are policies, procedures and systems in place to safeguard and promote the welfare of all young people and vulnerable adults.
- Ensuring identified safeguarding procedures are followed, and actions are agreed, monitored, and achieved on relevant plans.
- Managing and supporting the DDSLs and Safeguarding Team across all sites and centres.
- Overseeing the referral of cases of abuse and/or suspected abuse to children's social care. Allegations are referred to the Local Authority Designated Officer (LADO) for allegations in accordance with SSP Procedures.
- Providing advice and support to staff and volunteers on issues relating to safeguarding and child protection.
- Maintaining a proper record of any referral, complaint or concern in respect of abuse or safeguarding (even where that concern does not lead to a referral).
- The regular monitoring of safeguarding records and any escalation of concerns where necessary.
- Ensuring that parents or carers of young people or adults with additional needs within the College are aware of the College's Safeguarding and Child Protection Policy.
- Liaising with schools and other colleges in relation to safeguarding and child protection issues to ensure that appropriate arrangements are made for the pupils attending College.
- Liaising with employers and training organisations (including work placements for young people and vulnerable adults at College) in relation to safeguarding and child protection issues to ensure that appropriate safeguards are put in place.
- Ensuring that all staff and volunteers receive basic training in safeguarding and child protection issues and are aware of the College Safeguarding and Child Protection Policy and Procedure.
- Ensuring that evidence is provided by employers of external support staff, and staff working for organisations providing services at the College sites and centres that their staff have been adequately vetted and trained in safeguarding.
- Ensuring students who disclose a criminal conviction are risk assessed and that appropriate control measures are put in place to make sure they, and other students and staff are safe on site. This may include taking legal advice and/or external advice from schools, social workers, the police, youth offending team and probation team.

Safeguarding Manager

The Safeguarding Manager deputises for the DSL and receives training to a level equal to the DSL. The Safeguarding Manager is also required to keep up to date with developments in safeguarding and child protection.

The Safeguarding Manager is:

Stephen Rodger

Safeguarding Manager

Tel: 07580 830979

Email: Stephen.rodger@newcollege.ac.uk

The Safeguarding Manager reports to the Director of Student Services and Designated Safeguarding Lead.

The Safeguarding Manager is responsible for:

- Recruiting, training and leading a team comprised of a Safeguarding Coordinator, Safeguarding Officers and operational Duty Safeguarding Managers.
- Allocating safeguarding referrals to members of the safeguarding team and support them with advice and guidance and by overseeing arrangements for supervision.
- Providing direct support to a caseload of students who have made disclosures about safeguarding issues and other major 'at risk' factors.
- Making appropriate referrals to outside support agencies typically the local Multi Agency Safeguarding Hubs (MASH).
- Supporting staff by acting as one of the primary contact points for staff who have concerns about students.
- Maintaining the college's safeguarding records with appropriate security, and overseeing the permissions of staff to view records.
- Developing and maintaining procedures with schools and other educational providers to improve the flow of information regarding students 'at risk' or with safeguarding concerns.
- Leading on all internal safeguarding training including induction talks to members of staff.
- Representing the College at external meetings such as the Swindon Safeguarding Partnership, Prevent Board and Channel panels, alongside or deputising for the Director of Student Services.
- Ensuring students across the whole College network receive the same level of care and support in relation to safeguarding

Safeguarding Coordinator

The Safeguarding Coordinator coordinates incoming referrals and manages the MyConcern system. The post is also the central point of contact for looked after children.

The Safeguarding Coordinator is:

Angela Edwards

Safeguarding Coordinator

Tel: 01793 491591

Email: angela.edwards@newcollege.ac.uk

The Safeguarding Coordinator reports to the Safeguarding Manager.

The Safeguarding Coordinator is responsible for:

- Management the MyConcern safeguarding records system, and coordinating incoming referrals.
- Maintaining records on students and safeguarding activities undertaken
- Coordinating the transfer of safeguarding information from schools and to other education providers
- Supporting staff by acting as one of the primary contact points for staff who have concerns about students.
- Acting as the designated member of staff for looked after children and the central point of contact for the coordination of ePEPs.

Safeguarding Officers

The Safeguarding Officers form a key part of the first response team and work directly with students when a safeguarding issue is raised. They carry a caseload of students who they support with safeguarding concerns. They work closely with the Duty DSL and make referrals to external agencies. They also attend Child Protection and Child in Need meetings.

The Safeguarding Officers are:

Victoria Collins

Safeguarding Officer

Tel: 07484 527606

Email: Victoria.Collins@newcollege.ac.uk

Claire Turner

Safeguarding Officer

Tel: 07943526058

Email: claire.turner@newcollege.ac.uk

The Safeguarding Officers report to the Safeguarding Manager.

The Safeguarding Officers are responsible for:

- Providing pastoral support to an identified caseload of students
- Acting as a member of the Safeguarding Team
- Making referrals to external agencies
- Attending Child Protection and Child in Need meetings
- Maintaining records on students and activities undertaken
- Supporting staff by acting as one of the primary contact points for staff who have concerns about students

The Safeguarding First Response Team

The Safeguarding First Response team manage day to day safeguarding concerns as they arise. The team is made up of two groups; the Deputy Designated Safeguarding Leads (DDSLs) and the Safeguarding First Responders. Each day one of the DDSLs will be on duty to manage any safeguarding cases that arise. They will be supported by the most appropriate first responder to work with that particular student, this may be one of the Safeguarding Officers or a key member of the First Responder Team who already works with that student. All members of the team receive the appropriate level of training from Swindon Safeguarding Partnership and keep up to date with changes to safeguarding guidance and legislation.

The Safeguarding First Response team meet half-termly to review current cases and support that has been put in place. The Safeguarding Manager, Safeguarding Coordinator and Safeguarding Officers meet weekly to review cases.

Safeguarding First Response Phone: 07815 828322

This number is held by the Duty DSL and can be contacted to discuss a safeguarding concern. The DDSL team ensure availability during term time for staff in the college to discuss any safeguarding concerns and also provide appropriate safeguarding cover and availability during holidays to include supporting or attending child protection conferences and strategy discussions.

The Duty Designated Safeguarding Leads (DDSL) are:

Thom Young

Director of Student Services

Tel: 07570 952031

Email: thom.young@newcollege.ac.uk

Stephen Rodger

Safeguarding Manager

Tel: 07580 830979

Email: Stephen.rodger@newcollege.ac.uk

The Safeguarding First Responders are:

Victoria Collins

Safeguarding Officer

Tel: 07484 527606

Email: victoria.Collins@newcollege.ac.uk

Claire Turner

Safeguarding Officer

Tel: 07943526058

Email: claire.turner@newcollege.ac.uk

Lisa O'Sullivan

Student Services Assistant

Tel: x9520

Email: lisa.osullivan@newcollege.ac.uk

Zoe Grant

College Nurse

07815828342

zoe.grant@newcollege.ac.uk

Carla Sweeney

Pre 16 Coordinator

07815828333

carla.sweeney@newcollege.ac.uk**Katie Long**

Wellbeing Mentor

07815 828338

katie.long@newcollege.ac.uk**The Safeguarding Panel**

The College has a central Safeguarding Panel which meets every term and has a formal constitution and terms of reference.

This group ensures that a range of resources and opportunities are in place, throughout the year to remind learners and staff of their responsibilities in relation to safeguarding and child protection. The group reviews trends in safeguarding data and agrees operational actions that need to be taken forward to ensure that the college is meeting its commitment to keeping the college community safe.

The Safeguarding Panel is chaired by the DSL and is made up of leaders from all academic areas across the College including apprenticeships, partnerships and adult and community learning.

Members of the Safeguarding Panel are:

- Director of Student Services (DSL)
- Safeguarding Manager
- Assistant Principal: English & Maths, A-Levels and Pre 16
- Assistant Principal: Creative Industries, Professional and Digital
- Assistant Principal: Building Trades, Motor Vehicle, Electrical and Engineering
- Assistant Principal: Lifestyle and Society
- Employability and Community Learning Manager
- Head of Apprenticeships
- Head Higher Education
- Head of Partnerships
- Senior HR Manager
- Director of Estates and Facilities
- Director of Resources and Projects

Reporting Concerns

All staff are provided with Safeguarding and Child Protection training at induction, and receive Safeguarding and Child Protection training within their first three months of employment. Their probation period cannot be completed until evidence of attending Safeguarding and Child Protection training is recorded. Staff also receive update training every year and attend a full refresher training session every three years.

Early Help

As part of their safeguarding training college staff are trained in understanding the Early Help process. Any child may benefit from Early Help but staff are particularly alert to the potential needs for any student who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in prison or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care.
- is at risk of so called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the college day.

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families, extra familial harm/risk outside the home. It recognises that the different relationships that young people form in their neighbourhoods, in education and online can feature violence and abuse. Parents and carers possibly have little influence over these contexts, and young people's experiences of extra-familial abuse can possibly undermine parent-child relationships. Therefore, staff at New College Swindon will be considering the context within which incidents and or behaviours occur, and any actions taken will consider the safety and wellbeing of the child within this context.

Referrals

The College, normally via one of the safeguarding team, will refer concerns that a young person or vulnerable adult might be at risk of significant harm to the Multi Agency Safeguarding Hub (MASH), or the duty social worker, and to the police where appropriate.

Swindon Children

Multi Agency Safeguarding Hub (MASH)
Office Hours: 01793 466903
Out of Hours: 01793 436699
Email: swindonmash@swindon.gov.uk

Wiltshire Children

Multi Agency Safeguarding Hub (MASH)
Office Hours: 0300 4560108
Out of Hours: 0300 456 0100
Email: mash@wiltshire.gov.uk

Vulnerable Adults

Adult Safeguarding Team
Office Hours: 01793 463555
Email: adultsafeguarding@swindon.gov.uk

Vulnerable Adults

Adult Safeguarding Team
Office Hours: 0300 456 0111
Out of Hours: 0300 456 0100
Email: adviceandcontact@wiltshire.gov.uk

Support is also available from:

Tanya Westall

Lead Safeguarding Adviser – Education
Tel: 07970228850
Email: twestall@swindon.gov.uk

Louise Forrester

Education Safeguarding Lead
Tel: 07766 368361
Email: LForrester@swindon.gov.uk

Jon Godard/Rachel Hull

Local Authority Designated Officer (LADO)
Tel: 01793 463854
Email: LADO@swindon.gov.uk

Cases which Risk the Reputation of the College

In the event of a case of a high-profile case which could cause damage to the reputation for the College then the Link Governor will be informed at the earliest opportunity it is deemed relevant.

Situations which might lead to the Link Governor being informed include:

- A significant failure the safeguarding processes of the College
- The College involvement in a Serious Case Review
- A complaint to Ofsted or the NSCP whistleblowing services regarding safeguarding procedures at the College

Procedure (See Appendix 1)

If a learner, young person or adult tells a member of staff about possible safeguarding concern:

DO:

- Stay calm and be reassuring.
- Listen to, and take seriously what the learner says.
- Tell the learner that they are right to tell someone.
- Let them know that you understand how difficult it is to talk about such experiences.
- Arrange a place and time where you can talk privately and uninterrupted as soon as

possible.

- Explain that you will need to involve other people and why.
- Be supportive, empathise and allow the learner to speak.
- Make written record of what is said by the learner immediately on MyConcern. Open questions can be asked but only when necessary, in order to clarify or gather further information. (The TED, Tell me, Explain, Describe, method is recommended).
- Talk to a member of the Safeguarding Team about your feelings and seek support for yourself using the College's support systems.

DO NOT:

- Promise confidentiality.
- Make promises or reassurances you cannot keep.
- Press for details or ask leading questions which may invalidate court proceedings or impede an investigation.
- Ask the learner to repeat the details unnecessarily.
- Show signs that you are overly emotional. It is good to empathise, but the learner should not feel they are upsetting you.
- Interrupt or stop a learner during a disclosure.
- Underestimate your role as a trusted adult.
- Forget to make time and seek support for yourself.

If staff member has a safeguarding or child protection concern, they should immediately log it on MyConcern. If they feel they need to discuss the concern with someone they can call the safeguarding mobile on **07815 828322**. Should staff receive an allegation of abuse they should take the earliest opportunity to write down what was said during the conversation, in as close the original words as they can remember and ensure this is logged on MyConcern. This may be used as evidence, should the case go to court.

Staff should not investigate concerns or allegations themselves but should report them immediately the safeguarding team. The D/DSL or appropriate member of the safeguarding team will make appropriate referrals in accordance with Swindon Safeguarding Partnership (SSP) guidelines.

Generally, staff other than the safeguarding team or Principal & CEO should not make referrals. However, in an emergency or, if after discussion with a D/DSL a member of staff believes that a referral should be made but the D/DSL does not, then the referral may be made by completing an RF1 form on the Swindon Safeguarding Partnership, or other relevant local authority, website and submitting it to MASH team. If this occurs, the member of staff must log this on MyConcern order to keep records and so that the safeguarding team can oversee any on-going work.

Whistleblowing

The Safeguarding Team will endeavour to update staff on any concerns raised with them but the often confidential nature of safeguarding concerns means that it may not be possible to share details on a case with the referring member of staff. Staff as a minimum should expect to be informed if the case is being acted on and action is being taken.

If a staff member disagrees with action being taken or a decision not to take a raised concern any further, the staff member's concerns should be discussed with the DSL and the case will be reviewed. If the staff member is still unhappy with the outcome, they can always raise concerns themselves with the local authority.

If the staff member has an overall concern around the safeguarding processes in the College and do not feel able to raise them with a senior member of staff in the College, they should follow the College's Whistleblowing Procedure. Beyond this procedure there is further advice available from the NCSPPC Whistleblowing Helpline.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Confidentiality

Any young person or adult who wishes to disclose must be informed that the member of staff has a professional responsibility to share the relevant information about the protection of the learner and any other young people or vulnerable adults with other professionals. Additionally, any information about criminal activity disclosed will be reported to the police.

If a young person or vulnerable adult confides in a member of staff and asks for the information to be kept secret, the member of staff still has a responsibility and duty of care to share the information with the safeguarding team. This needs to be done with care and sensitivity and the young person or vulnerable adult needs to be reassured that the matter will only be discussed with people who need to know.

Child Protection Case Conferences and Child in Need Meetings

The College will endeavour to be represented at all Child Protection Case Conferences, to which they have been invited, by a member of the safeguarding team. If the College is unable to be represented at the Child Protection Case Conference, a written report may be submitted. If other College staff receive invites to Child Protection Conferences or Child in Need meetings, they should pass this information onto the safeguarding team immediately.

Supporting Learners at Risk

Statistically young people or adults with identified needs e.g. behavioural difficulties and/or disabilities are more vulnerable to abuse. College staff who work in any capacity with young people or adults with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Escalating External Referrals

Where the College is concerned about the response from an external agency regarding a referral about a young person or vulnerable adult, the D/DSL will ask to escalate the case to a senior manager within the organisation.

If this has been done and the appropriate action has still not been taken by the organisation,

the College will submit a complaint via the organisation's professional to professional complains process, or equivalent. Where no such process exists, this will be lodged as a normal complaint.

If this action does not receive an adequate response the College may take the decision to lodge a complaint with organisation's quality oversight body.

Allegations against Members of Staff

The Governing Body and College are required to comply with the detailed Swindon Safeguarding Partnership [Allegation Management Guidance](#). These procedures apply to all staff, whether teaching, administrative, management, or support, as well as to volunteers. The word "staff" is used for ease of description.

The College recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

The College recognises that the Children Act (1989) states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The college should not undertake any investigation unless the LADO advises this. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

Receiving an Allegation from a Child or Vulnerable Adult

A member of staff who receives an allegation about another member of staff from a child, or vulnerable adult, should follow the process set out in Appendix 2 for dealing with disclosure.

The allegation should be reported immediately to the DSL or Head of HR unless the allegation is against the Designated Safeguarding Lead or Head of HR in which case it should be reported to the Principal & CEO. **It is important that staff do not report allegations against a member of staff to their line manager and go straight to the DSL or Head of HR** as this could jeopardise any following investigation and potential prosecutions. If the allegation is against the Principal & CEO, it should be reported to the Chair of Governors.

Risk Assessment and Enablement

Managing risk is key to keeping learners, staff and visitors safe at on-site. There must be a careful balance of managing risk safely while not creating barriers to education for those who may be disadvantaged either due to behavioural needs or past incidents or criminal

convictions. The College works closely in partnership with learners, the local authority and other education providers to identify potential risks early on and looks for ways to overcome them.

Learners are asked at application to disclose any unspent convictions and discuss any potential risks that may arise. Where potential risks are identified prior to a learner starting at the College, permission is gained from students, or parents where the student is under 16, to gather further information from their previous education provider, Youth Offending Worker, Youth Engagement Worker, Probation Officer or any other professional that has worked with them in order to properly assess risk and put in place controls to enable the learner to access education.

This information is then used by the safeguarding team to complete a risk assessment and identify any potential concerns and any actions needed to keep the learner and the college community safe. When it is deemed that with all potential controls in place, there is no safe way to support the learner's education at the College, careers advice and guidance will be offered on any possible alternative options. Each learner's risk will be assessed on an individual basis.

Once learners are enrolled with the College on a full-time programme, their previous education provider is contacted, and the transfer of their safeguarding file is requested, as set out in the Procedure for Record Keeping in Relation to Safeguarding Information.

If there are safeguarding risks identified, or that arise in-year that present a risk to the learner or the rest of the college community, a similar process is followed. Relevant information is gathered to enable informed completion of a risk assessment, and every possible control measure that is reasonable, and does not impede on another learners education, will be considered as an enabler allowing the learner to continue to study at New College Swindon.

However, despite best endeavours there may be times where the risk is assessed as being too high with all possible control measures in place. In these situations, it may be necessary for the College to change or end the learner's programme in the interests of keeping the learner and/or others safe. Should this happen then careers advice and guidance will be offered on any possible alternative options.

Monitoring & Review

The Governing Body will receive, an annual report on how the College's safeguarding responsibilities have been discharged with progress against targets.

The Governing Body must ensure that there is liaison with Principalship and the senior staff member with lead responsibility for safeguarding over matters regarding safeguarding and child protection, including:

- Ensuring that the College has procedures and policies which are consistent with the Swindon Safeguarding Partnership procedures, The Prevent Duty guidance, Keeping Children Safe in Education, Working Together to Safeguard Children, and any other relevant safeguarding and child protection legislation and guidance.
- Ensuring that the Governing Body considers the College's Safeguarding and Child Protection Policy annually.
- Ensuring that each year the Governing Body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

The Safeguarding and Child Protection Policy and the Safeguarding & Child Protection Procedure and Guidance will be reviewed annually by the Curriculum and Quality Group and approved by Principalship and the Governing Body.

Safeguarding and Child Protection Targets and Priorities

Safeguarding Targets

- 100% of staff and Governors have current or are in the process of applying for DBS checks
- 100% of staff working on the main College sites have undertaken mandatory training in Safeguarding and Child Protection training, which is updated every three years. This includes Preventing Radicalisation and Extremism.
- 100% of staff have undertaken Data Protection/General Data Protection Regulations training within the last three years
- 100% of delivery partners have returned their annual safeguarding audit tool and action plan each year
- 100% of contractors on site have the appropriate checks in place or are supervised at all times.
- Students and staff feel safe (minimum of 90% satisfaction from surveys)
- Students know where to get support (minimum of 90% satisfaction from surveys)

Safeguarding Priorities

- All managers are trained in safer recruitment practices before they interview.
- Governors are fully informed of safeguarding activity through updates at each board meeting and an annual report
- Ongoing review and evaluation of current practices and procedures to ensure safeguarding is prioritised. This is achieved through half termly Safeguarding First Responder meetings, termly Safeguarding Panel meetings, and link governor visits.
- Subcontract partners are briefed immediately if there are changes to procedures
- Disclosures of criminal convictions are appropriately investigated, and risk assessed. This is monitored through Admissions Panel meetings.
- Health & Safety policies and procedures are always promoted

Progress against all safeguarding targets and priorities are reviewed termly at the safeguarding panel meetings and annually by the Governing Body.

Version Control

Document Location

*This document if printed can only be considered up to date on the day that it was printed.
For a current version of this document please see the Central Storage Library.*

Revision History

Date of this Revision: December 2021

Date of next Revision: December 2022

Version	Date	Author	Change Description
1.0	December 2021	Thom Young	Document Created
1.1	January 2022	Kat Armstrong	Proof Read
2.0	December 2022	Thom Young	Document Reviewed

Approvals

This document requires the following approvals:

Committee/Principalship	Date
Principalship	December 2021
SLT	December 2022

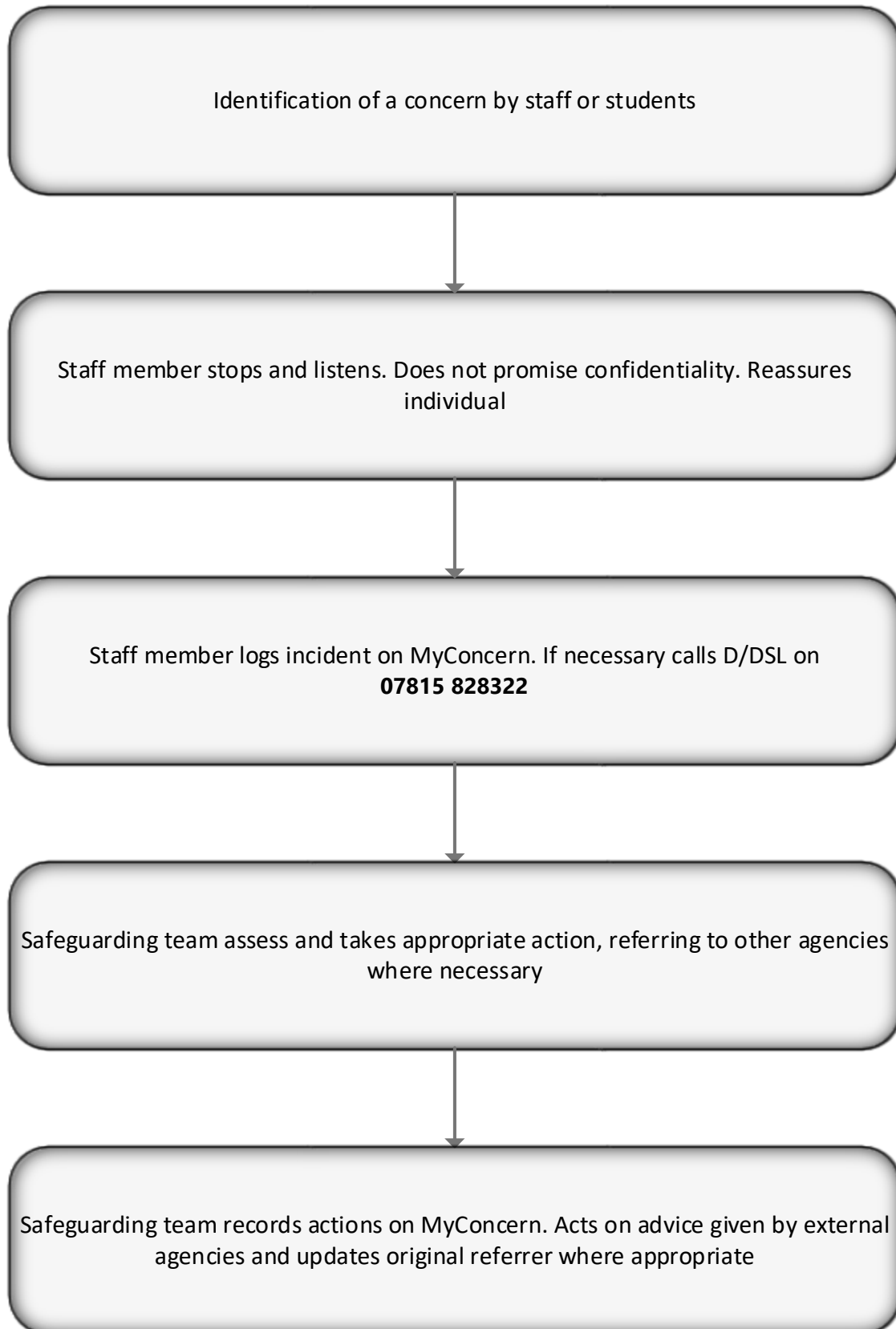
Distribution

This document has been distributed to:

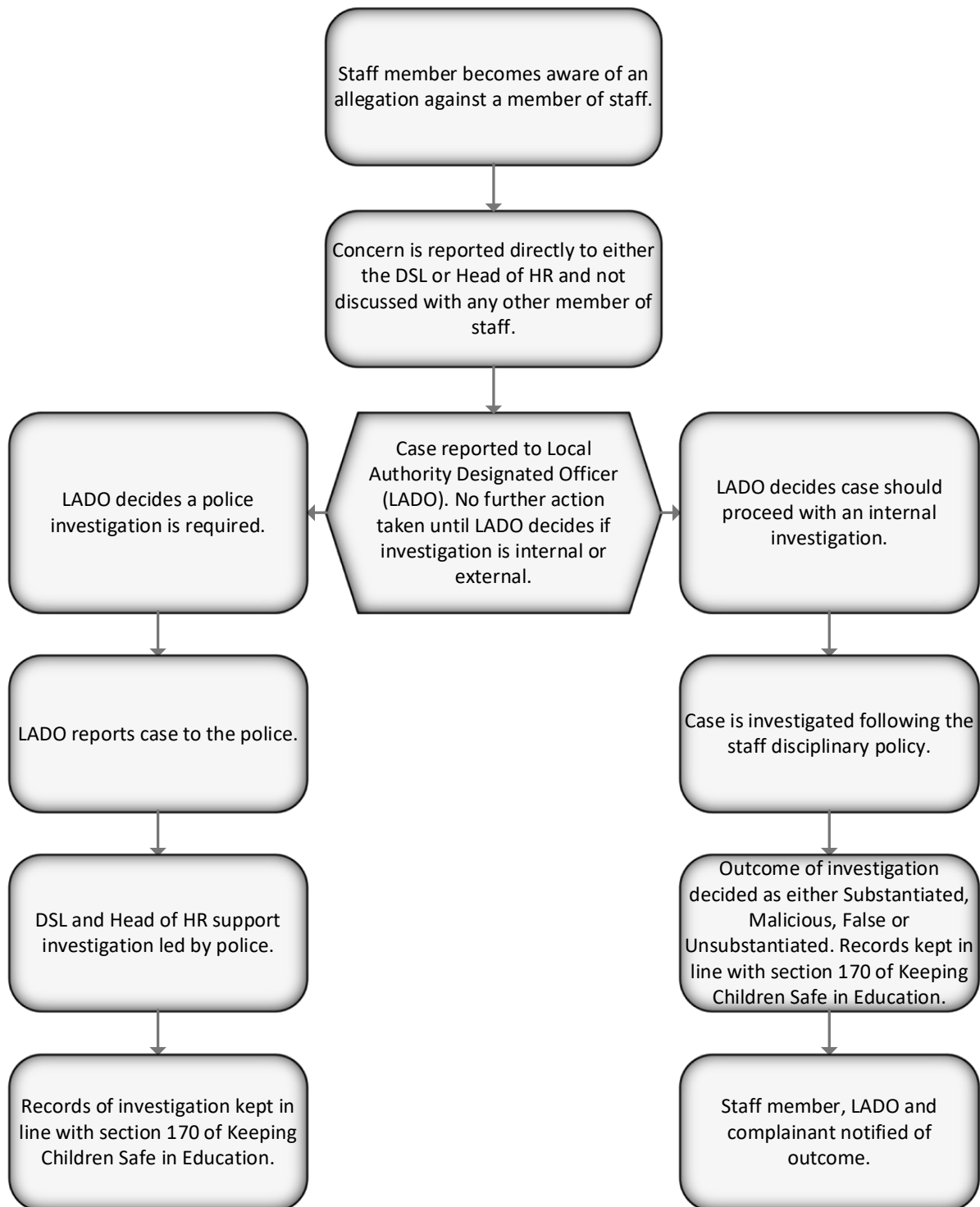
Title/External Organisation/All Staff	Date of Issue	Version
All Staff	January 2022	1.1
All Staff	December 2022	2.0

Appendices

Appendix 1 – Safeguarding and Child Protection Reporting Flowchart



Appendix 2 – Allegations Against Staff Flowchart



Appendix 3 – Harmful Behaviour Individual Risk Assessment & Enablement Plan

KEY INFORMATION	
Full Name	
Date of Birth	
Legal Status Information	
LEAD AUTHORITY DETAILS	
Lead Authority	
Address	
Lead Professional	
Telephone Contact	
Email	

RISK ASSESSMENT
Basis of Assessment (Identify the sources that informed the assessment e.g. risk instruments, reports, multi-agency discussion, chronology, etc)
Provide a brief history of the harmful behaviour (including the index offence where relevant). Include 5WH (When, Where, What, Who, Why, How)
Describe the cycle of events, and behaviours that precede and follow an episode of seriously harmful offending.
Identify the relevance of the key factors contributing to the behaviour (i.e. pre-disposing, precipitating, perpetuating and protective factors).
Provide a summary of the risk of serious harm in terms of the pattern, nature, seriousness, likelihood and imminence.

RISK MANAGEMENT PLAN

MEASURES OF CHANGE	
Early warning signs/ Behaviours to monitor:	Indicators of Positive change:

Risk	Who is at risk?	Risk rating (likelihood x consequence)			Control/Preventative Measures	Residual Risk rating (likelihood x consequence)			Management Plan		
		L	C	R		L	C	R	Owner	Target date	Completion date

High	Common, regular or frequent occurrence.	3	3 Med	6 High	9 High
Medium	Occasional occurrence.	2	2 Low	4 Med	6 High
Low	Rare or improbable occurrence.	1	1 Low	2 Low	3 Med
Risk Matrix Likelihood X Consequence			1	2	3
			Minor	Serious	Major
			Low	Medium	High

* Record the residual Risk Rating to demonstrate that the risk has been reduced to an acceptable level; record Likelihood and Consequence scores.

Risk Management Assessment & Plan completed by: DSL/DDSL		
Name	Role	Date
Risk Management Assessment & Plan authorised by: Principalship		
Name	Role	Date
Risk Assessment and Plan – Review		
Review Date	Reason for Review	Significant Amendments
Week 1		
Week 2		
Week 3		
Week 4		

Appendix 4 – Safe Recruitment Statement and Selection Procedures

The College aims to attract, reward and retain the best available people whilst ensuring it safeguards and promotes the welfare of children, young people and vulnerable adults receiving education and training at the College or in the workplace. The College is a Specified Place, meaning that all staff and volunteers must have an enhanced DBS to the satisfaction of New College.

In accordance with legislation and guidance, the College has a comprehensive Recruitment Policy & Procedure together with separate policies and procedures in respect of recruitment of ex-offenders and the use of the Disclosure and Barring Service.

Safe Recruitment and Selection Procedures

This procedure addresses the safe recruitment procedures with appropriate checks that are carried out on staff, volunteers and other specified personnel who may come into contact with or work with children, including DBS and List 99 checks. **It is a requirement of the DBS's Code of Practice that all Registered Bodies must have a written policy on the correct handling and safekeeping of Disclosure information. It also obliges Registered Bodies to ensure that a body or individual, on whose behalf they are countersigning Disclosure applications, has a written policy. For the full recruitment and selection process refer to the separate procedure.**

New College Swindon pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2022) including:

- all advertisements for positions in the College contain safeguarding statements,
- job descriptions and person specifications include safeguarding information relating to regulated activity,
- the safeguarding policy are provided within the applicant pack.
- all applications, including shortlisting follow safer recruitment procedures and guidance within KCSIE (2022) which includes pre-employment vetting checks.
- references are always obtained, scrutinised with concerns resolved satisfactorily before appointment is confirmed.
- gaps in employment are investigated and discussed at interview
- online pre-offer checks are completed to review the candidate's digital footprint

All recruitment materials will include reference to New College Swindon's commitment to safeguarding and promoting the wellbeing of students.

Volunteers

All volunteers working for the College in regulated activity will be subject to DBS enhanced disclosure checks before they work for the College. The College will maintain an up-to-date list of all persons working as volunteers. The list will be held centrally by the Human Resources Department, but it will be the responsibility of Departmental Managers to ensure that this central register is kept up to date. The definition of a volunteer is:

"a person who is engaged in any activity which involves spending time, unpaid (except for travelling and other approved out-of-pocket expenses), doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives".

Existing Staff

Existing staff will make an annual declaration confirming that there are no changes to the original DBS application.

College Governors

All newly appointed members of the College Board of Governors will be informed in their letter of appointment that they will be subjected to an enhanced DBS check to the satisfaction of New College. They will be asked to bring in the appropriate identification information for verification by the HR department. Each of the current Governors will also be subject to an enhanced DBS check.

Outside Contractors Working on the College Premises

Those contractors that are based on college premises on a frequent basis¹ and whose work gives them the opportunity to have contact with children at the college must undertake disclosure checks as a contractual requirement. If the work is carried out when there are no children present or on a part of a site which is segregated so that the children have no access, it would not be considered to be regulated activity and therefore there would be no eligibility for a disclosure check. Where contractors are not considered to be attending on a regular basis they will be treated as visitors to the College and the same rules will apply. Please refer to the Subcontractor Safeguarding Protections Policy and Procedure for further reference.

Other Staff Working on Behalf of the College

Employees of Partners who are working in regulated activity with, and on behalf of, New College Swindon and staff from other education establishments working on college premises must hold an appropriate DBS check. Confirmation of these checks must be provided to the HR department by the employer of those staff. A record of that confirmation will be held on file by the Partnership Team HR department.

Visitors to the College

Visitors to the College must not be left unsupervised with children or vulnerable adults. Staff and managers are responsible for any individual they invite to the College. Staff should not invite visitors to the College without line manager approval. Visitors to the College must sign in at the reception desk and sign out when they leave, they should wear a visitor's lanyard and badge at all times and this must be handed back when they sign out, as set out in the Visible Identification Policy.

Monitoring

Failure to engage in the College's DBS checking process including failure to produce the DBS disclose on request at appointment will result in the offer being withdrawn.

Employees who fail to engage in the continuing self-declaration process or who fail to produce their DBS when requested will result in the employee being subjected to disciplinary action which may result in dismissal.

¹ More than three times in a month.

Appendix 5 – The Recruitment of Ex-Offenders

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, New College Swindon complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a disclosure on the basis of a conviction or other information revealed.

The College is committed to the fair treatment of its staff and potential staff or users of its services regardless of all protected characteristics (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

General Principles

The College actively promotes equality of opportunity for anyone with the right mix of talent, skills, and potential, and welcomes applications from a wide range of candidates, including those with criminal records with some exceptions, see the 'At Interview' section. We select all candidates for interview based on their skills, qualifications and experience aligned to the job description for the post. All application forms, job adverts and recruitment briefs will contain a statement that a disclosure will be requested in the event of the individual being offered the position.

Reporting of Criminal Records

As a disclosure forms part of the recruitment process, we encourage all applicants called for interview to provide details of their unspent criminal record at an early stage in the application process. There will be an opportunity at interview stage for applicants to disclose, in confidence, any concerns that they may have or considerations that may be reflected on the DBS certificate. The College will not accept the findings of a DBS check carried out by a former employer or other organisation.

People Banned from Working with Children

Under the provisions of the Protection of Children Act and the Criminal Justice and Court Services Act 2000 a number of people are banned from working with children. Examples of offences specified in Schedule Four of the Criminal Justice and Court Services Act 2000 include:

- Trafficking people for exploitation
- Having indecent photographs of children
- Gross indecency with a child
- Supplying or offering to supply a class A drug to a child

This list is not exhaustive and the College retains the discretion in making a final decision on whether or not to exclude an applicant or an employee from the College.

During the Recruitment Process

The College ensures that all those in the College who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. The College ensures that it has received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At Interview

Any unspent convictions, reprimands or warnings that the applicant has declared on their application form or from a disclosure should be discussed with the applicant. The applicant should be reminded of the College's policy on safe recruitment and the College's commitment to the DBS Code of Practice.

Where a Disclosure has been made or a check has revealed a criminal record, the factors to be taken into account before making a recruitment decision are as follows:

- Whether the conviction or other matter revealed is relevant to the position in question.
- The seriousness of any offence or other matter revealed.
- The length of time since the offence.
- Whether the applicant has a pattern of offending behaviour or other relevant matters.
- Whether the applicant's circumstances have changed since the offending behaviour or the other relevant matters.
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person.

During the interview process there will be a separate conversation with a member of the recruiting manager, during which the College will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

Those involved in the recruitment decision must contact the HR department and inform the Head of HR and Principal & CEO if a decision is made not to employ on the basis of the criminal conviction. A letter will be sent to the applicant informing them of the decision.

Where a prospective employee or volunteer disputes the information provided in a disclosure, that dispute will need to be resolved before the employer can reach a recruitment decision. In the final analysis, if it should prove impossible to resolve matters by other means, a fingerprint check may be sought, via the DBS, in order to determine whether the record in question relates to the applicant.

During Employment

All employees are required to make an annual declaration to confirm that they do not have offences that would affect DBS during the year. All employees are required to inform the college if they are charged with and/or convicted of a criminal act whilst employed. Failure to notify the College may result in disciplinary action being taken.

The information revealed in the declaration will only be shown to those involved with the employee.

The factors to be taken into account before making a dismissal decision are as follows:

- Whether the conviction or other matter revealed is relevant to the position in question.
- The seriousness of any offence or other matter revealed.
- The length of time since the offence.
- Whether the applicant has a pattern of offending behaviour or other relevant matters.
- Whether the applicant's circumstances have changed since the offending behaviour or the other relevant matters.
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person

Appendix 6 – Subcontracting Partners and Employers

All subcontracting partners will identify their own DSL, with the potential for additional deputies, who will perform the duties set out in Keeping Children Safe in Education. They will need to be adequately trained and given adequate time to perform their duties as the DSL for their organisation. They are required to complete the DSL training, ideally with their local authority, and attend an annual DSL conference hosted by New College Swindon to ensure their knowledge is up to date and they are aware of current legislation and guidance.

Other staff within the organisation will be required to complete the safeguarding training identified by New College Swindon within three months of starting with their organisation or within three months of their organisation subcontracting with New College Swindon.

Subcontracting partners are required to submit to the College, at least annually, an up-to-date version of their safeguarding policies and procedures, including those related to the Prevent Duty. These policies and procedures are reviewed by the Safeguarding Manager to ensure they are compliant with current government legislation and guidance.

Subcontracting partners are also required to complete an annual safeguarding audit tool and action plan and submit it to the College. The audit tool used has been devised to capture compliance with current government legislation and guidance. The audit tool is reviewed annually by the DSL and Safeguarding Manager to ensure currency. The audit tool also includes an action plan for the subcontracting partner to complete, where it does not meet the criteria set. The audit tool and action plan are reviewed by the DSL and Safeguarding Manager and any actions are discussed with the subcontracting partner.

New College Swindon requires that subcontracting partners carry out enhanced level Disclosure and Barring Service checks for all staff who undertake regulated activity, as defined by the Safeguarding and Vulnerable Groups act 2006. Should a subcontracting partner, as best practice, fail to follow this recommendation New College Swindon will reserve the right to review the contract.

Safeguarding Cases with Subcontracted Providers

The DSL for each subcontracting partner will be responsible for managing safeguarding referrals raised within their organisation. They will make the decisions on what actions should be taken and any referrals that should be made to external organisations. If the partner DSL is unsure of what action to take, they can seek advice from New College Swindon's safeguarding team by calling the safeguarding phone on **07815 828322** during office hours within the College. Outside of office hours they will need to contact the duty social work team for the relevant local authority.

The safeguarding team at New College Swindon must be informed about any safeguarding concern raised about a New College Swindon student trained by a subcontracting partner. This must be completed within two working days of the partner DSL receiving the concern. This information should be shared through the use of encrypted and password protected reporting form. A College D/DSL will then review the concern and the actions taken. If there is any further action that needs to be taken, they will contact the partner DSL directly.

Employers Working with New College Swindon

Employers working with apprentices, or providing working experience opportunities studying through New College Swindon are required to undergo health and safety checks of their premises. They are also required to provide copies of the health and safety policies as well as the staff behaviour policy, or equivalent, annually.

The College is able to provide support and guidance to employers, working with New College Swindon apprentices, in understanding their role and responsibilities in safeguarding. All employers are asked to complete an annual survey seeking their views on the support they require with understanding their role in safeguarding as an employer of apprentices and students work experience.

Appendix 7 – Vulnerable Adults

For the purposes of safeguarding and safer recruitment a vulnerable adult is defined as a person, over the age of 18, who receives one of the following services:

- Health care.
- Relevant personal care.
- Social Care work.
- Assistance in relation to general household matters by reason of age, illness, or disability.
- Relevant assistance in the conduct of their own affairs.
- Conveying (due to age, illness, or disability in prescribed circumstances).

These are based on individual roles within a setting e.g. in education teaching, training, supervising children or providing Information, Advice or Guidance is classed as regulated activity and as such Enhanced Disclosure with a check against the Barred list is required in all cases. Regulated activity working with adults with particular needs is determined by the level of need and risk assessment. Examples of regulated activity linked to services provided include:

- Providing health care by a health care professional.
- Providing personal care where an individual requires basic needs.
- Providing social work, meaning a Social Worker.
- Transporting adults with additional needs to health care appointments.

All staff performing regulated activity are required to undertake an enhanced DBS.

Appendix 8 – Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

The College includes teaching on key safeguarding issues as part of its tutorial STAR programme to enable students to become independent while still keeping themselves safe.

Appendix 9 – Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age-appropriate guide to support 12-17 year olds. The guide explains each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. The College will be as supportive and as flexible as possible where students are going through this process.

Appendix 10 – Children Missing in Education

Children who go missing from education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. New College Swindon aims to identify quickly where vulnerable students are not attending so that appropriate action can be taken and support can be put in place.

Mainstream Curriculum Process

Students are expected to inform the College if they are going to be absent. This can either be done online or by calling the absence hotline.

Progress Coaches/Tutors monitor the attendance of the learners within their cohorts. Curriculum Managers meet weekly with their Progress Coaches/Tutors and using the weekly attendance reporting identify learners whose attendance is of concern. Where a learner is under the age of 18 and they have not attended for a full week of their studies the Progress Coach/Tutor should make contact with them. If they are unable to make contact with the student, they should make contact with their next of kin. If the student has not consented for their information to be shared with their next of kin and the Progress Coach/Tutor has made considerable attempts to contact the learner and/or next of kin directly, via the telephone and letter, with no success, the Progress Coach/Tutor should then contact the safeguarding team who will consider if a welfare check request should be made to the police.

Foundation Learning Curriculum Process

One Day Absence

When a student is absent for one day the student and/or parent/guardian/carer will be contacted by phone by the Curriculum Administrator. The Curriculum Administrator will know their students and will be able to make the judgement dependent on their learning difficulty as to whether or not it is appropriate to contact them directly.

Two or More Days Absence

When a student is absent for two days or more the student and/or parent/guardian/carer will be contacted by phone each day by Curriculum Administrator. The Curriculum Administrator will know their students and will be able to make the judgement dependent on their learning difficulty as to whether or not it is appropriate to contact them directly. The continued absence will be discussed with the Inclusive Learning Assistant Curriculum Manager who will consider the contextual safeguarding around the learner and decide if the ongoing absence needs to be escalated to the Safeguarding Team.

One College Week Absence

Any student who has been missing for one whole college week, without a prior notification and has been uncontactable will be contacted by letter. Where students are under 18 and uncontactable, the next of kin will be written to. The safeguarding team will also be notified who will consider if a welfare check is required.

Pre 16 Curriculum Process

One Day or More Absence

On the first day of a student absence the parent/guardian/carer will be contacted by phone by the Pre 16 Team. If the student is on-roll with a school the school will also be contacted. If there is a concern about the student's welfare this will be raised with the safeguarding team. When a learner who is not on-roll with a school and, technically home educated, is off for more than 5 days, and the parent/carer/guardian has given consent to share information, the Education Welfare Officers will also be informed.

Early Escalation

Outside of these processes, where there are concerns about a student's vulnerability, cases should be escalated to the safeguarding team immediately. Examples of situations where this might happen could include:

- where there has been know issues with violence in the home;
- where there may have been previous concerns around forced marriage;
- where a student has expressed suicidal feelings;
- where there are concerns over a student's alcohol or drug use; or
- where a student's behaviour has been indicating they a distressed for some reason.

Appendix 11 – Children with Family Member in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Where a child with a family member in prison is identified a review of the support offered by the College is undertaken to ensure students in this situation have every opportunity to achieve.

Appendix 12 – Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE)

Sexual exploitation of young people is not limited by the age of consent and can occur up until the age of 18. CSE involves young people being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money. Child sexual exploitation can happen via technology without the child's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

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

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

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

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

The College educates all staff in the signs of sexual exploitation. Where concerns are noted an initial screening tool is completed and used to share these concerns with the MASH Team. The College recognises that it may hold information or intelligence that could be used to both protect young people and prevent risk. Any relevant information that may be of use will be shared on the Wiltshire Police online information sharing form.

Education Child Exploitation Initial Screening Tool

This screening tool is to assist with indicating where a child may be at risk of exploitation, (criminal/sexual) and to assist with decision making, this may be used to support a referral to MASH. Please include as much detail as possible. Suggestion: highlight areas that are relevant within each section to determine level, provide evidence to support this

Name, role and organisation of professional (s) completing this assessment:			
Contact Details:			
Child's Name:		Age:	
Address:			
Ethnicity:		Gender:	
Languages spoken:		Physical/learning disabilities – EHCP/diagnosed or non-diagnosed	
Education provision and status:		Known to other agencies e.g. YOT,CAMHS, CSC /other local authority Include names and contact details	
Date screening completed			

Within each section score 1 for low risk, 2 for emerging risk, 3 for high risk and 4 for significant risk. Highlight the relevant phrases in each section and then identify the risk level for each category

			TICK
Running away/going missing <div style="border: 1px solid black; width: 80px; height: 80px; margin: 10px auto; text-align: center; line-height: 80px;">Insert score</div>	LOW	No issues around going missing/is rarely absent without permission/Parents and school generally know where they are	
	EMERGING	Regularly coming home late/ Absent without permission/ Returning late to care home/ Unauthorised absence from school/ Whereabouts unknown	
	HIGH	Frequently staying out overnight without permission/Episodes of running away, MFH. Missing from placement/ looking well cared for despite having no known base/ Regular breakdowns of placement due to behavioural problems	
	SIGNIFICANT	Persistently running away, going missing from home or placement/Pattern of street homelessness/Whereabouts often unknown or of significant concerns, talks about and/or known to travel to different areas or cities/known to be with concerning adults or high risk individuals	
Evidence/professional judgement		Actions already taken and the impact of them	
Coercion/control <div style="border: 1px solid black; width: 80px; height: 80px; margin: 10px auto; text-align: center; line-height: 80px;">Insert score</div>	LOW	Good familial and peer group relationships/strong protective factors in place	
	EMERGING	Recent change in peer group/reduced contact with family-friends/Late night phone/internet contact	
	HIGH	Secretive about having a mobile phone or has multiple phones/Extensive use of mobile phone/internet/Use of phone during class time/Late night phone/internet contact/Limited contact with family-friends/Known to be involved/associated with high risk individuals	
	SIGNIFICANT	Secretive about having a mobile phone/more than one/Disclosure of or police intelligence regard physical/sexual assault could be followed by withdrawn allegation/reluctant to report/No contact with family/friends/Disappear from	

		system (no contact with support systems)/Disclosure of or police intelligence relating to county lines/gang activity involvement or links, talks about having drug debts and an urgent need for money/family report hostile acquaintances coming to home or telephoning/messaging and making threats/adults of concern grooming or coercing young person to behave in age inappropriate ways	
Evidence/professional judgement		Actions already taken and the impact of them	
Contact with abusive persons and/or risky environments <div style="border: 1px solid black; width: 80px; height: 40px; margin: 10px auto; text-align: center;">Insert score</div>	LOW	No association with unknown adults/adults of concern/positive peer group	
	EMERGING	Some association with unknown adults/adults of concern and/or other exploited children and or missing children/Some association with manipulative peers/Some association with gang and county lines involved adults or peers	
	HIGH	Associating with unknown adults and/or other exploited children/young people and/or missing children/Information and police intelligence suggesting involvement in exploitation/Spending time in hot spot areas where crime/sexual activity is known to have taken place/Associating with possible county lines or gang members/Getting into cars with unknown adults/adults of concern/ New or expensive possessions/ access to cash/money which cannot be accounted for/ change in appearance/ spending time in areas where drug activity is known to take place or fearful of going to certain areas/participating in hazing rituals and initiations – this may include physical assault/sexual acts and/or theft	
	SIGNIFICANT	Identifying as a county lines or gang or peer group member/Found in areas/properties known for CCE/CSE, street sex work/drug activity/ Evidence or police intelligence to suggest being moved around for criminal or sexual activity/Abducted and/or forced imprisonment/ getting into cars with unknown adults or adults of concern	
Evidence/professional judgement		Actions already taken and the impact of them	

Substance misuse <div style="border: 1px solid black; width: 80px; height: 80px; margin: 20px auto; text-align: center; vertical-align: middle;">Insert score</div>	LOW	No known substance misuse/Peers not thought to use substances	
	EMERGING	Experimenting with alcohol/cannabis/Associating with young people known to use substances regularly. (this may include parental/sibling drug use)	
	HIGH	Regular use of or recent increase in use of substances/Use of drugs in addition to alcohol/cannabis e.g. MDMA, cocaine/concerns for drug dependency/Associating with known drug dealers/Seen in known areas for selling drugs/Seen associating with young people who are running and involved in drugs	
	SIGNIFICANT	Evidence of dependency on alcohol/drugs/Using opiates e.g . heroin, cocaine, methadone/ Injecting of any substance/Dealing of substances/Found in areas/properties known for drug activity/Supply of substances to others/CCE and CSE activity for paying off of debts/known to be actively involved in networks that run drug lines/Reoccurring possession of larger amounts of Cannabis in school	
Evidence/professional judgement		Actions already taken and the impact of them	
Education <div style="border: 1px solid black; width: 80px; height: 80px; margin: 20px auto; text-align: center; vertical-align: middle;">Insert score</div>	LOW	Fully engaged with education or training/Few concerns around attendance/behaviour issues/Few concerns around educational attainment	
	EMERGING	Mainly engaged in education or training/Some attendance/behaviour issues/poor educational achievement and issues with lateness/Exclusions	
	HIGH	Irregular/poor attendance/truanting from school/college/Losing interest in education/ Periods of exclusions/ Whereabouts during school hours unknown/Poor educational achievement in comparison to ability or previous assessments/recent increasing disengagement/ Regularly late to school/college/High number of exclusions	
	SIGNIFICANT	Not in education or training/Regular breakdown of school placements/non-attender/ whereabouts during school/college hours unknown and information	

		suggesting links to CSE/County lines or gangs/poor educational achievement/several unsuccessful school transfers	
Evidence/professional judgement		Actions already taken and the impact of them	
Use of social media/technology	LOW	Good awareness of online safety/Only talking to/communicating with positive influences	
	EMERGING	Talking to/communication with unknown adults/adults of concern. Unknown peers via the internet or social media/lack of awareness of online safety	
	HIGH	Use of internet/social media to share inappropriate or sexual images/Meeting in person, adults or peers following contact by social media/Concerns young person may be being groomed/exploited/ Extensive and/or secretive use of internet/social media or mobile phones	
	SIGNIFICANT	Use of internet/social media to regularly meet in person unknown/known adults of concern/peers for sexual activity/drug or gang activity/ Evidence of sexual bullying/ Evidence of sexual material being shared online without young person's consent/Posting pictures of weapons,/gang affiliation/threats/ Producing or participating in videos which are sending direct threats/use of social media for the selling or distribution of weapons/Use of the dark web	
Evidence/professional judgement		Actions already taken and the impact of them	
Offending/Weapons/criminal activity	LOW	Not known to police/Few concerns around criminality in peer network/ Very unlikely to have been in possession of substances or have carried a weapon	
	EMERGING	Coming to the attention of the police/ Concerns about being involved with offending peers or associates/talked about carrying a weapon/talked about their substance misuse	

Insert score

Insert score

Ver:
Dec

	HIGH	Known to be involved in drug related offending/police intelligence indicating involvement/ Arrested by the police/charged/under investigation for offences of possession of offensive weapon/possession of drugs/theft/ Thought to be connected with drug distribution networks and lines/ Possession /user of cannabis /Involved in CCE/CSE as a perpetrator or victim	
	SIGNIFICANT	Significant intelligence indicating actively involved/ Charged or convicted or robbery/use of offensive weapon/possession of large quantities of drugs/ Thought to be active with drug distribution networks and lines/ recruiting others to run drugs or organised crime/ withdrawing statements /subsection of being intimidated or intimidation of others	
Evidence/professional judgement		Actions already taken and the impact of them	
Community/social isolation factors <div style="border: 1px solid black; width: 80px; height: 80px; margin: 10px auto; text-align: center; line-height: 80px;">Insert score</div>	LOW	Young person is not experiencing social isolation and has a strong peer network/engages with protective community factors and has a good support network around them	
	EMERGING	Vulnerable to experiencing low levels of social isolation/ Some protective and supportive factors present	
	HIGH	Experiences moderate levels of social isolation/ some community protective and supporting factors present but reluctant to access them/ starting to socialise with or take part in offending groups/ aspires to be part of a local gang or anti-social group/s	
	SIGNIFICANT	Experiences high levels of social isolation/ Targeted by groups due to isolation	
Evidence/professional judgement		Actions already taken and the impact of them	
ACES,Trauma,Emotional & Physical wellbeing	LOW	No concerns around self-esteem/self-harm/eating disorders/engages well with others and has no problem maintaining friendships	

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Insert score</div>	EMERGING	Low self-esteem/ some or reduced concerns around mental health/difficulty in making or maintaining friendships with peers	
	HIGH	Low self-esteem impacting upon young person's mental health/concerns or evidence of self-harm/ eating disorder/violent/emotional outbursts or bullying or threatening behaviour/offending behaviour/Has experienced or been involved in peer on peer sexual, emotional or physical abuse/Difficulty in making or maintaining friendships with peers/Concerns young person has been exposed to violence and trauma	
	SIGNIFICANT	Young person has been manipulated due to poor mental health/changes or extremes in mental health/Suicidal ideation/Evidence of emotional abuse from domestic violence as a witness or victim/Evidence of self-harm, eating disorders, previous suicide attempts or overdoses/Frequent attendance at A&E/Physical symptoms suggestive of sexual physical assault. Significant trauma	
Evidence/professional judgement		Actions already taken and the impact of them	
1 – 9 Low	Scores low risk in all categories Level 1 Universal – Children with no additional needs, needs are met within universal provision		Total Score
10 – 18 Emerging	Scores predominantly low and emerging risk in categories Level 2 Early Help – Has additional needs identified that can be potentially met within identified resources through a single agency response and robust partnership working		
19 – 27 High	Scores either emerging and high risk across the categories Level 3 Children who have not made progress through single agency working who have developed complex needs		Risk Rating
28 – 36 Significant	High or Significant risk across all sections Level 3 Children with complex needs who maybe in need of protection		

Summary (brings in all the key information from each section)

Appendix 13 – County Lines

County Lines is a term used to describe gangs and organised crime networks that exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. Cases that involve county lines can be complex and will often link to other issues like child sexual exploitation and modern slavery. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters; and
- have their bank accounts used to facilitate drug dealing.

All cases where there are concerns of harm or exploitation relating to county lines are referred to the MASH team. Where the College has information relating to county lines but there is no risk of harm. Information will be shared via Wiltshire police's online intelligence sharing form.

Appendix 14 – Serious Violence

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact. New College Swindon has a duty and a responsibility to protect its students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Crucial preventive work can be done within the College to prevent negative behaviour from escalating and becoming entrenched.

New College Swindon 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; and
- work with local partners to prevent anti-social behaviour or crime.

All staff will be aware of the risk factors which may signal a student is at risk from or are involved in serious violent crime. These may include increased absence from college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm, a change in wellbeing, signs of unexplained injuries or assault. Unexplained gifts or new possessions could also indicate a child is being exploited.

Appendix 15 – (so called) “Honour Based Abuse”

Honour based Abuse 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 ; or
- 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; or
- 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 instance. 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 young person.

Female Genital Mutilation (FGM)

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 a new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. FGM is illegal in the UK.

Mandatory Reporting Duty for Teachers

All staff, particularly teaching staff at New College Swindon understand the duty to report to Police where they discover that FGM appears to have been carried out on a girl under the age of 18. Regulated professionals have a mandatory reporting duty to report cases of known FGM. Teachers are considered regulated professionals. The duty requires that they themselves report known incidents to the police. This cannot be delegated to the Designated Safeguarding Lead. However, the DSL can support and should also be informed when FGM is suspected.

It will be rare for teachers to see visual evidence, and they should not be examining students. Staff at New College Swindon understand that if there is a suspicion that a girl may be travelling for the purposes of FGM, this must be reported directly to the Police as the child may be in immediate risk of harm. Phone 101 if a known case (999 if the child is in immediate risk of harm. It is also good practice to inform MASH of these actions).

Forced Marriage

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

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

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

Appendix 16 – Bullying and Prejudice Abuse (Hate)

Bullying

The College expects students and staff to live their college life by the principles set out in the New College Commitment And the STAR values. Any form of bullying is not tolerated and would be a breach of New College Commitment.

Prejudice Based Abuse (Hate)

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; or
- 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; and
- supporting victims of prejudice based incidents and hate crimes.

Appendix 17 – Child on Child Abuse and Sexual Harassment

Sexual violence and sexual harassment can occur between two students of any age and gender. It can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students. Child on child abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities).

Students who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Disclosures of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other students and college staff are supported and protected as appropriate.

Bullying (including cyber-bullying) can be involved in any type of abuse and is often motivated by prejudice or ignorance due to actual or perceived differences between people or groups or people. People who are lesbian, gay, bisexual or transgender (LGBT), those from minority ethnic groups, or those with disabilities and/or learning difficulties can be more vulnerable to this form of abuse and the College takes its duty to protect more vulnerable learners very seriously.

New College Swindon believes in the following principles:

- All students have a right to attend college and learn in a safe environment. Students should be free from harm whether the perpetrator be an adult or a child.
- Recognise that children are capable of abusing their peers and this will be dealt with under overarching guidance of New College Swindon's child protection policy and in line with KCSiE (2021) and
- Being clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

New College Swindon will minimise the risk of peer-on-peer abuse by:

Prevention:

- Taking a whole college approach to safeguarding & child protection.
- Providing training to staff.
- Providing a clear set of values and standards, underpinned by the college's behaviour policies and pastoral support system.

- Engaging with specialist support and interventions.

Responding to disclosures of sexual violence and sexual harassment:

- Students making a disclosure of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the disclosure includes an online element staff will be mindful of the policies relating to online safety, and Searching, Screening and Confiscation: advice for schools (DfE 2022) guidance.
- Staff taking the disclosure will contact a member of the safeguarding team.
- Staff taking a disclosure will never promise confidentiality.
- Where the student is under 18 parents or parents/guardians/carers will normally be informed (unless this would put the student at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care.

Risk Assessment:

Following a disclosure, the D/DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other students at college.
- The victim and the alleged perpetrator sharing classes and space at college.

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the College's approach to supporting and protecting students both victim and alleged perpetrator.

Action: The D/DSL will consider:

- The wishes of the victim;
- The nature of the incident including whether a crime has been committed and the harm caused;
- Ages of the students involved;
- Developmental stages of the students;
- Any power imbalance between the students;
- Any previous incidents;
- Ongoing risks;
- Other related issues or wider context; and
- The fact that a student abusing another student may be a sign they are being abused themselves.

Options: The D/DSL will manage the report with the following options:

- Manage internally
- Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

Ongoing Response:

- The D/DSL will manage each disclosure on a case-by-case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. Where this is not possible, ie only one class for a particular course, other options should be considered, dependent on circumstances, that will enable both parties to continue in their studies.
- The D/DSL and relevant managers of curriculum will consider how best to keep the victim and perpetrator a reasonable distance apart on college premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the college will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the College would seriously harm the education or welfare of the victim (and potentially other students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the College will, if it has not already, consider the suitable actions considering a trauma informed approach and in light of the Positive Behaviour Policy including consideration of permanent exclusion. Where the perpetrator is going to remain at the College, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children & adults) will receive appropriate support and safeguards on a case-by-case basis.
- The College recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer-on-peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from students to students can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the Protection from Bullying, Harassment and Sexual Misconduct Policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Gender Based Violence / 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 detail how we respond to violence against girls. Female genital mutilation, forced marriage, (so called) honour based violence and teenage relationship abuse all fall under this strategy.

Use of the Brook Traffic Light Tool

To help recognise concerning sexual behaviours the safeguarding team are trained in the use of the Brook Sexual behaviours Traffic Light Tool.

Brook Sexual Behaviours Traffic Light Tool Behaviours: age 13 – 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face-to-face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members involvement in sexual exploitation and/or trafficking
- sexual contact with animals receipt of gifts or money in exchange for sex

Appendix 18 – Preventing Radicalisation

New College Swindon recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for students, and as such should be addressed as a safeguarding concern. The College also has a Preventing Radicalisation and terrorism Policy which should be read in conjunction with this procedural guidance. The College recognises that failure to challenge extremist views may lead to failure to protect College students. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking to challenge and debate in an informed way.

New College Swindon will provide a broad and balanced curriculum, delivered by skilled professionals, so that its learners are enriched, understand and embrace difference and diversity, and also to ensure that they thrive, feel valued, and not marginalised.

The College is aware that people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist. Any prejudice, discrimination or extremist views, including derogatory language, exhibited by learners or staff will be challenged and where appropriate dealt with in line with the College's Positive Behaviour Management Policy for learners and disciplinary procedures for staff.

Risk Assessment and Action Plan

The DSL ensures the College is risk assessed against the Prevent Duty on an annual basis.

Key factors used to identify the risk and subsequent actions are:

- Information provided from the Counter Terrorism Local Profile.
- How and where students are likely to be radicalised.
- Current College policies and procedures.
- Staff training.
- Equality and Diversity factors.
- Promotion of British values.
- The safety and welfare of students and staff.
- Relationships with external agencies.
- External speakers and events held on College premises.
- Sub-contractors.
- Nurturing an environment which encourages students to air views, beliefs and grievances.
- Empowering staff and students to challenge views that incite violence, degradation or hatred of others.

The action plan is monitored regularly at safeguarding panel meetings. The risk assessment will be reviewed annually giving input to a new action plan.

Prevent Coordinators

Support for College and Universities on meeting the needs of the Prevent Duty is provided by regional Prevent Coordinators who report to the Department for Education. They support Colleges with training needs, guidance on meeting outcomes in Education Inspection Framework as well as making appropriate referral to the Channel Panel.

The DfE Prevent Coordinator for the Southwest is:

Salam Arabi-Katbi

Email: salam.katbi@education.gov.uk

Telephone: 07824 083307

What to do if you Believe Someone to be at Risk of Radicalisation

The College adopts the same approach to radicalisation and extremism as with safeguarding and child protection. If a concern is raised, staff should listen, record the facts on MyConcern and speak to the D/DSL if necessary. Appendix 1 provides a model referral process for staff and students who are vulnerable to radicalisation and/or who may be at risk through living with or being in direct contact with known extremists. New College Swindon uses this model to assist in identifying and responding to concerns about those who may be vulnerable to being drawn into violent extremist activity. Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the student supports terrorism and/or violent extremism, must report these concerns immediately following this process.

Referral Pathway

As with other safeguarding risks, staff will be alert to changes in student's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the D/DSL making a referral using the agreed local Prevent referral procedures.

All referrals will be made to Preventreferrals@wiltshire.police.uk by the D/DSL where it will be reviewed, there may be a need for a multi-agency Channel panel where information from partners is reviewed and the referral considered, level of vulnerability agreed and consider what support may be needed. The College's DSL is an established member of the Swindon Channel Panel and Prevent Board.

The D/DSL will also consider whether it is appropriate to share information with any new education setting in advance of the student leaving the College. This is to ensure the new setting is able to continue supporting the student through the Channel programme.

Further guidance also can be sought from the Anti-Terrorism Hotline: **0800 789 321**

Understanding and Recognising Risks

Children and young people can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. The risk of radicalisation is

the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. All staff are trained on the potential indicators that may raise concern that someone is/has been radicalised.

Potential indicators include:

- Use of inappropriate language.
- Possession of violent extremist literature.
- Behavioural changes.
- The expression of extremist views.
- Advocating violent actions and means.
- Association with known extremists.
- Seeking to recruit others to an extremist ideology.

Appendix 19 – Mental Health

Tutors 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 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 young person having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing Colleges or during transition from School to College; 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 young person to talk or receive support within the College environment. Parents will be informed of the concerns, unless there is a safeguarding concern relating to informing the parents, and a shared way to support the young person will be discussed. Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement (or young person's if they are over 18 or are competent as per Fraser guidelines).

The college aims to facilitate and promote wellbeing by:

- Encouraging students with mental health difficulties to seek support as soon as possible. Where necessary an assessment for wellbeing, counselling support or a referral to an external agency is requested
- Providing a full range of student support services at College, including a counselling and wellbeing service, Togetherall, personal tutors, a learning support service, student union representatives, and College nursing.
- Promoting understanding and recognition of mental health difficulties.
- Providing guidance and support to staff on the care of those presenting with mental health concerns.
- Operating in a trauma informed way to ensure understanding and empathy and to aid communication.
- Endeavouring, where possible, to accommodate special arrangements for individuals with long term health problems e.g. flexible timetable, deferment and/or exam concessions.

However, these accommodations are not always enough, and it is clear and evident that, year on year, there is a rising number of students who are struggling with mental health needs. In some cases mental health needs can be a sign that a student has or is suffering from abuse neglect or exploitation. Staff who work with these students are trained to raise concerns if they fear there may be the possibility of abuse, neglect or exploitation. To prevent mental health needs becoming so severe that a student considers or acts on feelings of wanting to end their own life the College has a Suicide Prevention and Postvention process.

New College Swindon Suicide Prevention and Postvention Guidance

Suicide is a leading cause of avoidable deaths among young people in the United Kingdom. While the overall trend in suicide rates in the UK is declining, suicidal thoughts and attempts appear to be common mental health problems among young people. Three out of four mental health conditions start before the person has reached the age of 18. Strategies for College-based prevention, intervention and postvention of suicidal behaviour are needed because young people spend a considerable amount of their time at college. Suicide prevention demands a multi-sectorial approach. It can be an important issue not only within the health sector, but also in non-health sectors such as the educational sector as well.

Suicides are tragic and deeply distressing events. When there is a death by (suspected) suicide, there is likely to be a ripple effect; it is estimated that at least 6 people closest to the person who died are seriously adversely affected. People bereaved by suicide can be up to 65% more likely to attempt suicide themselves and are particularly vulnerable. It is therefore important to prevent suicides and the impact of a suicide.

Potential clusters of suicides should be identified at the earliest opportunity and an early intervention response and effective support for those affected should be put in place. Implementation of this protocol is important in delivering this objective. Other aspects of this work include early identification and data sharing on suicide.

When a death by suicide (or suspected suicide) occurs of someone connected to a school/college (student, member of staff, parent for example), the ripple effect is wide. In some parts of the country, this has translated into a cluster or contagion effect where several young people have taken their lives following the death of a friend. This clustering can relate to geography, gender, age, ethnic grouping and social connections.

This strategy sets out how the College works to reduce the likelihood of someone within the College community attempting to end their life by suicide. It also includes the postvention plan on how the College will respond in the tragic event of a suicide within the College Community.

Prevention and Intervention Strategies

Healthy College Practices

New College Swindon strives to keep its students and staff safe, healthy and happy. There are many different support mechanisms set out to provide support for students. Health and Wellbeing is a key component in the tutorial framework of the College and all full-time students will take part in this. This includes wellbeing events and activities, group tutorials and one to one tutorials with their personal tutor. Staff and Students have access to the online wellbeing services called Togetherall 24 hours a day.

All full-time students are allocated a Progress Coach/Personal Tutor who is their key contact throughout their studies. This person will monitor the student's progress on programme and will most likely be the first person who may notice if the student is having suicidal thoughts. Part-time students will have a tutor they will work with on their programme and may wish to disclose to them if they are having suicidal thoughts or feelings.

The College has a counselling team led by the Mental Health and Wellbeing Manager. They provide a service throughout the week to students who need counselling support. All students who are referred to the counselling team expressing suicidal ideation are assessed within one working day of the referral. The College also has a safeguarding team who will risk assess students who are referred to them expressing feelings of suicide.

Further to this where there are very low-level cases of students who are in distress but not despairing or suicidal, the College has a Wellbeing Team who students can talk to about concerns they have before they become overwhelming. The College also has Chaplains who provides a listening service to students of all faiths and none.

Staff Knowledge and Understanding

Sadly, suicide is the leading cause of death in young people and yet suicides can be prevented. No formal training is strictly necessary to provide crucial early support for someone. Staff may feel worried about over-responding, but in truth, it is much better to over-respond than under-respond in the case of a potential suicide.

Generally speaking, someone in distress may elicit direct and/or indirect warning signs of suicidal thoughts/ideation. It is important for staff to learn how to identify these warning signs as they may indicate intention for suicidal behaviour. It is also important to understand that those with a mental illness or who have had a prior suicide attempt or been bereaved by suicide themselves are at greater risk of suicide.

The College Mental Health and Wellbeing Manager is a fully qualified and registered counsellor and supports a team of qualified and placement Counsellors to provide the counselling service to students in the College. The Mental Health and Wellbeing Manager is also a useful resource for staff who want to seek advice on working with students who express suicidal thoughts/ideation.

The safeguarding team will be the first point of contact when a member of staff becomes aware of a student who is expressing suicidal feelings. The safeguarding team have received training on active listening techniques and how to support and assess students who express a suicidal ideation.

Identification of Suicidal Thoughts or Ideation

Direct Signs

The clearest and most direct sign which indicates a person is contemplating taking their life is a preoccupation with, or obsession with death. The following are indications of this preoccupation or obsession. However, everyone is different, so the direct signs may be different from these listed below;

- Talking (or writing) about wanting to die or hurt or kill oneself (or threatening to hurt or kill oneself)
- Talking (or writing) about feeling hopeless or having no reason to live
- Talking (or writing) about feeling trapped or in unbearable pain
- Talking (or writing) about being a burden to others

- Looking for ways to kill oneself, such as searching online for suicide methods or seeking access to firearms, pills, or other means of suicide

Indirect Signs

Other warning signs are more indirect. Changes in behaviour which may indicate that someone is experiencing a mental health problem may include suicidal thoughts or plans. The risk of suicide is higher if the behaviour is new or exacerbated or increased in frequency. It would also help to know if the person has experienced any loss, change, or bereavement as this could indicate that the person is at higher risk. Indirect warning signs include the following;

- Withdrawal from family, friends and society or feeling isolated
- Deterioration in work or social functioning
- Increased alcohol or drug use
- Changes in personality, mood or behaviour, eg extreme mood swings, acting anxious or agitated, or behaving recklessly. These can also include changes in eating or sleeping patterns
- Showing rage, uncontrolled anger, or talking about seeking revenge

Responding to Signs of Suicidal Thoughts or Ideation

Talking to someone who is expressing suicidal feelings can be frightening and distressing for anyone, but it is important to remember that simple things like talking, listening and empathising can make a huge difference to someone who is suicidal. This can be remembered using the acronym **ALERT**.

ASK them how they are feeling. Talking about suicide does not make it more likely to happen. Try to be patient if they are angry or refuse to talk. If they will not talk to you, maybe they would talk to another member of staff who they feel closer to. It may be that writing things down is an easier way for them to communicate with you.

LISTEN. This is the most important thing you can do. Treat them with respect and try not to be judgmental or critical. It is important to try to raise their self-esteem.

EMPATHISE by showing that you really do care about them and are trying to understand things from their point of view. It is important to remember if you have been through something similar yourself, it does not mean you know how they feel. Everyone's emotional responses to life events are different. Words don't always matter. Bringing yourself down to their level and reflecting their body language can help them open up.

REASSURE them that desperate feelings are very common and can be overcome. Things can and do change, help can be found and there is hope for the future. People do get better!

THINK what happens next. You will need to refer the student to the safeguarding team. You can try to give practical support and help them to cope with any extra pressures relating to the course they are on. Do they have course work, deadlines or timetable issues which may maybe adding to the pressure they are feeling? If so, you will need develop an action plan with them by invoking the Positive Behaviour Management Policy.

Do not:

Put them down or do things that might make them feel worse: suicidal thoughts suggest that self-esteem is already very low.

Assume how things are going forward: Your help, support and attention are vital if they are to begin to feel that life is worth living again. Do not relax your attentions just because they seem to be better. It does not mean that life is back to normal for them yet. They may be at risk for quite a while. However, be aware of your professional boundaries and that sometimes people who are in a crisis can become too attached to those who are providing support. Speak to a member of the safeguarding team again if you are finding it difficult supporting a student on an ongoing basis or you think they may be becoming too attached to your support.

Nag: although it may be well meant. Nobody wants to be pestered all the time.

Intrude: try to balance being watchful with a respect for privacy. Do not ignore what has happened.

Criticise their actions: however you may be feeling about what they have told you, try to remember the pain and turmoil that they are going through. Do not take their behaviour personally - it was not necessarily directed at you.

Risk Assessing Suicidal Ideation

Students who present as having suicidal thoughts or ideation will need to be risk assessed by a D/DSL and a member of the Counselling Team. In their absence a member of the Safeguarding team can step in. There should always be two members of staff involved in making decisions on the assessment. The College risk assessment form for suicidal ideation is included in this guidance. The assessment will include actions to be taken. In all cases where the student is under the age of 18 the next of kin will be informed, unless there is a safeguarding concern which means they should not be contacted.

New College Swindon Postvention Plan

In the unfortunate event that a member of the College community dies by suicide, what happens in the following days, weeks and months will need to be carefully managed.

Step One – Co-ordination

A postvention crisis team will be convened to pull together the facts of what has happened and set out the plan for what the College will do next. The postvention team should include:

- A Member of Principalship
- HR Manager
- Director of Student Services and DSL
- Marketing Manager
- IAG & Admissions Manager
- Relevant Curriculum Leads
- The Mental Health and Wellbeing Manager

Step Two – Establishing the Facts

A nominated member of the postvention team should firstly check with the authorities to be sure of the facts surrounding the death. The Samaritans Postvention Advisors should be contacted to guide and support the next steps

Contact: 0808 168 2528 or email stepbystep@samaritans.org

A nominated member of the postvention team should make contact with the family as soon as possible. This will help to support the family and manage communications. Rumours can be inaccurate and deeply hurtful and unfair to the missing/deceased person and their family and friends.

Advice from those who have been in this position suggest that, if possible, it is useful if the key link to the family remains the same for the duration of the postvention period. Information about the death should not be disclosed to students until the family has been consulted. If the family think the death is a suspected suicide but do not wish for this to be disclosed, explain that students are already talking about the death amongst themselves and state that having staff at the College who are able to talk to students about suicide and sudden deaths can help to keep people safe.

Ongoing support of the College will be offered to the family. The College will also ensure that the family does not receive any general administrative letters/texts (eg College trip information, attendance letters etc).

Any other schools or colleges where siblings attend will be contacted at an early point so that they can implement their postvention plans.

Step Three – Media Contact

A media response will be drawn up and the media spokesperson identified. All staff are to be advised that only the media spokesperson is authorised to speak to the media. Staff on reception and in IAG will be advised that when answering external telephone calls to the College, they should not engage in answering any questions but should:

- Make a note of the reporter's contact details (inc. mobile and email address)
- Make a note of the questions asked
- Pass the information given to the Principal as a matter of urgency

Advice should be sought from Samaritans' media team who will support the College, and the family, during the crisis. Samaritans' advice is not to give out any details of the suicide method or any suicide note, or to provide any "explanation" of the suspected suicide such as "was stressed about exam results" etc. Samaritans' media team Contact: 07943 809162 or samaritans.org/media-centre. When considering a media response, the College social media accounts should also be taken into consideration.

Step Four – Other Agencies

The College will need to follow the Rapid Response process which will help to ascertain facts about the death and:

- to establish, where possible, a cause or causes of death (in conjunction with the coroner)
- to identify any potential contributory factors
- to provide ongoing support to the family
- to learn lessons in order to reduce the risks of future child deaths

During this process the College will be asked to meet with other agencies/organisations who may have a part to play in the Rapid Response process – health professionals, CAMHS, social workers, police, school counsellor, etc. This helps with any learning from this event in the time immediately after the event by answering questions like:

- What were the issues relating to this individual?
- Could anything have been done to have prevented this incident?
- Are there key risks to other individuals?
- What could help mitigate against these risks?

The purpose of this discussion is not to pass on blame, or to pass judgement on service provision, but rather to learn and help prevent any future suicide events. Part of the Rapid Response process is to make notes of these discussions to record any facts and remember any learning. It is always more difficult to recall exact timings/issues several months later. It is important that the College acts on any immediate/pressing issues.

Step Five – Communication with Staff

Within one day, staff should be briefed on the situation. This briefing should ensure that the facts about the death and next steps are clearly communicated. Members of staff should be made aware of how to identify and support both students and staff experiencing mental distress. All staff will be informed about where to find this information.

Step Six – Communication with Students

As soon as possible after the staff communication activities, the news will be communicated to students. Samaritans' advice is that this is best done in small groups, or classes. Information should be factual but avoid detail about the act itself. Details of the method will not be disclosed, nor whether there was a suicide note, or its contents.

- A briefing note for staff to use with the class will be created to ensure consistency of message
- Students will be advised to avoid contact with the media and will be given rules and guidelines to assist to assist them when/if communicating about the incident on social media sites
- The Samaritans postvention team will be contacted to identify the support they can offer the College Community once the news has broken. Samaritans' Step by Step team: 0808 168 2528
- CAMHS Should be contacted so that they can support any students who are accessing their services: CAMHS: 0300 304 0050
- A plan will be drawn up on what support will be offered on site to students/staff and how they will be able to access this. The Samaritans Step by Step team will assist with this.

It may be appropriate to send out a letter to parents/carers of all pupils/students, to inform them of the incident and to make them aware of possible risks, together with information about support available. The Samaritans' Step by Step service can advise and assist with this. The communication should contain:

- What has happened
- What support the College is putting in place
- What actions the College will take with regards to funerals and memorials
- Where to find further information about suicide and grief
- Where to access support for themselves
- What to do if they are worried about someone else

Step Seven – Funeral

Depending on the wishes of the family, the College may wish to send representative/s to attend the funeral service. Samaritans' recommendation is that parents or guardians accompany students who wish to attend and that those who do not attend have normal classes to go to. There should be no reason why there would be a greater attendance at a funeral service under these circumstances than for any other tragic death at the College.

Step Eight – Memorials

The postvention team will make a decision on memorials to the deceased.

Things to consider:

- How to strike an appropriate balance between supporting distressed individuals and fulfilling the central purpose of providing education and learning. Some establishments have used a miniature artificial tree (and labels with string) to be left in a suitable place, offering a chance for individuals to leave a thought/memory/prayer for that individual on the branches of the tree.
- Set a time limit for the memorial. It is important to set an appropriate time limit to the memorial with the suggestion of up to two weeks) and to strive to treat all deaths in the same way. In the longer term, memorials can be organised (tree/plant/plaque etc).
- Sending a card to the parents/family one year after the incident can be a supportive gesture and one that may be well appreciated.

Step Nine – Evaluation and Follow-Up

The postvention team will review the process and the outcomes of the events. This will be aggregated into key learning points and policies and procedures will be updated accordingly.

Suicidal Ideation Risk Assessment

Please circle the relevant level

Date:		Time:		Name:	
DOB:		Age:		Assessor:	

0 = Not at all, 1 = Only occasionally, 2 = Sometimes, 3 = Often, 4 = Most of the time

I have thought of hurting myself	0	1	2	3	4
I have made plans to end my life	0	1	2	3	4
I have the means and opportunity to carry out my plan	0	1	2	3	4
I have thought things would be better if I were dead	0	1	2	3	4
I have been disturbed by unwanted thoughts and feelings	0	1	2	3	4
I have hurt myself physically or taken dangerous risks with my health	0	1	2	3	4
I have an unhealthy eating pattern e.g. starvation, binge, I make myself sick after eating	0	1	2	3	4
I have been physically violent to others	0	1	2	3	4
I have threatened or intimidated another person	0	1	2	3	4

TOTAL CLINICAL SCORE _____

Assessed Risk Today	Definition	Suggested Actions/Actions Taken	Comments including any other action taken
0 – 4 MILD Some ideation expressed	<ul style="list-style-type: none"> Some suicidal ideation expressed 	<ul style="list-style-type: none"> Signpost to GP On-going counselling Samaritans information given 	
5 – 15 MODERATE Current ideation	<ul style="list-style-type: none"> Current suicidal ideation. Evidence of planning High degree of hopelessness Existences of known risk factors 	<ul style="list-style-type: none"> Contact GP Samaritans information given Alert client to risk Follow-up appointment made Contact Social Care (if relevant) 	
16+ SEVERE Precise plan and method	<ul style="list-style-type: none"> A precise plan and lethal method arranged for the next 24 – 48 hours 	<ul style="list-style-type: none"> Call emergency services Contact GP Samaritans information given Contact Social Care (if relevant) 	

Further Questions

What does the student feel about their future, what are their plans this week?

Is there a history of risk behaviours including previous suicide attempts?

Are there any losses the student is facing?

Are there severe symptoms of depression or other related mental health issues?

Is there any major substance abuse?

What support network exists?

Assessed by: _____

Date: _____

Assessed by: _____

Date: _____

Actions Taken:



Follow Up

Date _____

Appendix 20 – Technologies and Online Safety

Technological hardware and software are developing continuously with an increase in functionality of devices that people use, and the College has an Online Safety and Acceptable Use policy which should be read in conjunction with this guidance. The majority of young people use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make young people vulnerable and to abuse them.

Online Safety, Social Media and Gaming

With the current speed of online change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

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

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

- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site, VLE
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant websites and or publications
- Communications policies

Cyberbullying

Central to the College's Positive Behaviour Policy is the principle that bullying is never acceptable and no student should ever have to face being bullied.

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

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

By cyberbullying, 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

Cyberbullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If the College becomes aware of any incidents of cyberbullying, it will 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

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.

Revenge Porn

Revenge Porn is the sharing of private, sexual materials, either photos or videos, of another person without their consent and with the purpose of causing embarrassment or distress. The images are sometimes accompanied by personal information about the subject, including their full name, address and links to their social media profiles. The offence applies both online and offline and to images which are shared electronically or in a more traditional way so includes the uploading of images on the internet, sharing by text and e-mail, or showing someone a physical or electronic image.

It is a criminal offence to share private, sexual photographs or films, where what is shown would not usually be seen in public. Sexual material not only covers images that show the genitals but also anything that a reasonable person would consider to be sexual, so this could be a picture of someone who is engaged in sexual behaviour or posing in a sexually provocative way.

Cases of revenge porn that the College becomes aware of will be reported to the police and where appropriate a referral will be made to the MASH team.

Online Reputation

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that young people and staff are aware that anything that is posted could influence their future professional reputation and the reputation of the College. The College has a process of checking a potential member of staff's digital footprint before they receive an offer of employment.

Online Grooming

Online grooming is the process by which one person with an inappropriate sexual interest in young people, or with a desire to exploit them in some other way, will approach a young person online with the intention of developing a relationship with that young person, often then to be able to meet them in person and intentionally cause harm. Early identification of risk is known to be a crucial factor in reducing harm, so the vigilance of college staff is critically important. Staff should not attempt to manage concerns about sexual exploitation or grooming in isolation. The safeguarding team must always be informed who will enlist the advice and support of children's social care and the police as appropriate.

The College will raise awareness by:

- Including awareness around grooming as part of the tutorial programme
- Identifying, with young people, how they can be safeguarded against grooming

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- denial of Service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Students with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, on discussion with the MASH team, the D/DSL will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

Appendix 21 – Substance Misuse

Substance Misuse

The College recognises the role that education establishments have to play in helping to prevent the misuse of drugs, psychoactive and other substances. We have a responsibility to provide an effective programme of drug and substance misuse education and to take steps to promote the health, safety and well-being of our pupils. This plays a key role in the College's tutorial programme.

The College also has a separate Drugs and Alcohol policy which should be read in conjunction with this guidance.

Appendix 22 – Domestic Abuse and Unstable Home Life

Domestic Abuse

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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

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

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

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

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

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

If staff believe that a young person is living with domestic abuse, this will be reported on MyConcern for referral to be considered to children’s social care.

Teenage Relationship Abuse

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 to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

Private Fostering

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

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

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

If the College becomes aware that a 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
- linking to web-based parenting resources
- Considering appropriate early help services

Parental Mental Health

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

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

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

If staff become aware of any of the above indicators, or others that suggest a young person 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

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 young person in the family.

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

- Inadequate food, heat and clothing for young people (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Young person talking of or bringing drugs or related paraphernalia into College
- 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 young person's parent is misusing substances but should be considered as indicators that this may be the case. If staff believe that a young person 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.

The Toxic Trio

The term 'Toxic Trio' has been 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.

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

Children Missing from Home or Care

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

The association of chief police officers has provided the following definitions and guidance. A missing person is: 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'

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

All cases classified as 'missing' by the police will receive an active police response – such as deployment of police officers to locate a young person. Cases where the young person 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 they are at risk. In the latter instance, the case is upgraded to 'missing'.

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

Push factors include:

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

Pull factors include:

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

As a college we will inform all parents of young people 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.

Homelessness

Homeless will have a major impact on the wellbeing of a young person, and changes to the welfare system have meant that it has become more difficult for young people aged under 25 to get support.

When a student presents as homeless the first option the College will explore is looking at why there has been a familial breakdown and if anything can be done to return the student to the family home, providing it is safe to do so. If there is no way for the student to return home and the student is under 18 then the case will be referred to the MASH team. If a student is over 18 student they will be referred to the 9:00am to 4.30pm at Wat Tyler House. If the student is a vulnerable adult then they will be referred to adult services.

Appendix 23 – Gambling and Addiction

What is the difference between gambling and harmful gambling?

Gambling is simply defined as "to stake or risk money, or anything of value, on the outcome of something involving chance". Usually, gambling is seen as a fun and safe leisure activity involving games of chance for money or material goods. However, when a person has the urge to continuously gamble despite negative and harmful consequences or the desire to stop, this is identified as 'harmful gambling' and will often require specialist intervention and support to address the issue.

Why it matters

According to the Gambling Commission's annual survey on young people in 2022, 31% of young people aged 11-16 had spent their own money on a gambling activity in the previous seven days. This equates to approximately 1,432,218 11-16 year olds across Great Britain, 41,580 of whom are classified as having a gambling problem. This survey also showed that 23% have paid money to open loot boxes/crates/packs to get other items within a game they were playing.

The impact of harmful gambling

The level of impact of harmful gambling on both the individual and affected others include: mental health and well-being issues, higher risk of suicidal ideation/intent, drug and alcohol misuse, financial crisis, problems with education/work, criminality, relationship difficulties, and the associated social and psychological impact on affected others. Findings published by the institute for Public Policy Research in 2016 discovered that harmful gamblers, in contrast to the general population, are:

- 9 times more likely to be accessing mental health services.
- 9 times more likely to access homelessness services.
- 4 times more likely to be in prison.

What are the indicators and signs of harmful gambling?

The indicators that an individual's gambling behaviour is problematic and harmful include:

- Preoccupation - often thinking about or planning to gamble.
- Tolerance - needing to gamble with more money to get excitement.
- Withdraw - negative emotions when trying to cut down on gambling.
- Loss of control - spending more than you plan to (time and money).
- Escape - the motivation for gambling being to escape negative elements of life.
- Chasing losses - gambling to try to win back money that has been lost.
- Lying - gambling leading to lying to friends/family.
- Illegal acts - taking money without permission, misusing money to fund gambling.
- Risked relationships - putting personal relationships at risk.

What to do next?

Young people, parents/carers and professionals supporting young people can find information, advice and support through the National Gambling Helpline on Freephone 0808 80 20 133 (24 hours a day).

Live chat via www.BigDeal.org.uk. or at www.gamcare.org.uk

Appendix 24 – Faith Abuse

The number of known cases of young person abuse linked to accusations of “possession” or “witchcraft” is small, but young people involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a young person as being “different”, attributes this difference to the young person being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A young person could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the young person. There are various social reasons that make a young person more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the young person lives.

If the College becomes aware of a young person who is being abused in this context, the D/DSL will follow the normal referral route into children’s social care and potentially the police.

Appendix 25 – Safeguarding Issues Relating to Individual Student Needs

Students with Medical Conditions (in college)

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 young person and be aware of medical needs and risks to the young person.

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

Students with Medical Conditions (out of college)

There will be occasions when young people are temporarily unable to attend the 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 an extended period of time the College's Positive Behaviour Management Policy may come into effect.

Intimate Care

As a mainstream further education college, New College Swindon does not tent to provide high level complex intimate care. The College has a separate Intimate Care Policy that sets out care that can be provided by the College. Should any provision of intimate care be provided it will be done following a pre-agreed care plan with appropriately trained staff.

Fabricated or Induced Illness

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

- fabrication of signs and symptoms. This may include fabrication of past medical history
- 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 young person may be suffering from fabricated or induced illness, we will follow the established procedures of the Hampshire Safeguarding Children Board.