Safeguarding & Child Protection Policy

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Effective Date	02/07/2018
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Lead	Assistant Principal Student Services
Agreed by	Board of Governors

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Introduction

All schools and colleges are required to have a Safeguarding & Child Protection Policy that guides the procedures and practices of staff when safeguarding and promoting the welfare of children and vulnerable adults (henceforth referred to as students). NewVIc takes very seriously its duty towards all its students who have been entrusted to its care and seeks to provide a college environment where all students are safe, secure, valued, respected, and listened to.

NewVIc understands that our work in safeguarding and protecting children and vulnerable adults must always have regard for the statutory guidance issued by the Secretary of State and should be in line with local guidance and procedures. Where we have any concerns about a student's welfare, we will take all appropriate action to address those concerns by working in full partnership with other agencies.

Safeguarding and promoting the welfare of children is defined as:
• protecting children from maltreatment;
• preventing impairment of children's health or development;
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
• taking action to enable all children to have the best outcomes.

All staff at NewVIc understand that a range of other college policies are central to many aspects of the college's Safeguarding & Child Protection Policy, and this document should therefore be read in conjunction with our policies for Learning & Behaviour, Anti-bullying, E-Safety, Attendance, Health & Safety, Recruitment, Disclosure & Barring and Confidential Reporting (whistleblowing).

Our Safeguarding & Child Protection Policy is written with due regard to the statutory guidance published by the Department for Education entitled "Keeping Children Safe in Education" (September 2016) and Working Together to Safeguard Children (February 2017) and the Prevent Duty (July 2015). Our policy adoption and review dates are stated on the front page of this policy. It will be reviewed annually by our Governing Body and the Senior Leadership Team and each time any subsequent guidance is issued by the Secretary of State.

The link governor for safeguarding, is Gail May, Chair of Governors. Her contact details are g.may@uel.ac.uk.

Our college procedures for safeguarding children and vulnerable adults will always be compliant with the London Child Protection Procedures as adopted by the Newham Local Safeguarding Children Board www.newhamlscb.org.uk

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the college.

This policy is available to all parents/guardians either in hard copy or from our website: www.newvic.ac.uk

Policy Statement

1.1.   NewVIc is committed to safeguarding and child protection in order to promote the welfare of all its students and the Governors expect all staff and volunteers to share this commitment. We aim to create a culture of vigilance. Staff must demonstrate their understanding of how each individual adult working on behalf of the college has an active part to play in identifying a student's concerns to prevent needs escalating and to protect those at risk of harm. All college staff should be prepared to identify children who may benefit from early help; early help means providing support as soon as a problem emerges in a child's life.

1.2. All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all students to learn and must know how they should respond to any concerns about an individual student that may arise.

1.3. To this end NewVIc will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the college which support safeguarding and which are explained to them as part of induction. All staff should be aware of systems within NewVIc which support safeguarding. This includes: this policy; the student behaviour policy; how staff should behave, the safeguarding response to children who go missing from education; and the identities and roles of the Designated Safeguarding Lead, the Deputy Safeguarding Lead and the Safeguarding and Welfare Advisers.

1.4. All staff have a responsibility to identify children who may be in need of early help and who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

1.5.   All staff should know who the Designated Safeguarding Lead is: Tracy Oko, Assistant Principal Student Services, who has received training in order to undertake the role and support staff to carry out their safeguarding duties and responsibilities.

1.6.   The Deputy Designated Safeguarding Lead is Sandra Ross, Welfare & Guidance Manager, who has received training in order to undertake the role. The Safeguarding and Welfare Team, who are the Welfare and Guidance Manager and two Safeguarding and Welfare Advisers, deal with safeguarding and child protection referrals and concerns on a day-to-day basis. All have undertaken training to undertake the role.

1.7. In order that staff are equipped with the skills needed to keep children safe, all staff will receive appropriate training during their induction period, and must undertake regular training thereafter; they will also have regular safeguarding updates, as required, but at least annually. All staff must read *Keeping Children Safe in Education* (2016) Part One & Appendix, this policy and familiarise themselves with *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings* and *What to do if you're worried a child is being abused.*

1.8.   NewVIc will always follow safer recruitment procedures so that we can be confident that all adults working in our college are safe to do so.

1.9.   Legal definitions and associated considerations:

1.9.1.   As a sixth form college provider we have students from between 16 years and 21 years of age. We therefore have some students that would be defined as children and some as adults.

Child
A child is any person under the age of 18.

Vulnerable adult
A person who may be in need of community care services by reason mental or other disability, age or illness; and who is or may be unable to take care of him or herself or unable to protect him or herself against significant harm or exploitation.

Other students
Many of our students would not be considered to be either children or vulnerable adults; however the college has a consistent commitment to their safety and wellbeing. Whilst there will usually not be a statutory responsibility to refer such matters to Social Services, the policy and procedures below should be followed with regards to identifying and reporting abuse and dealing with disclosure. This information should be passed to the Safeguarding and Welfare Team who will consider how the college and/or external agencies can support the young person to ensure their physical and emotional wellbeing, as well as their ability to be successful on their course.

Consideration of those outside of the college
Throughout staff interaction with our students, especially when dealing with safeguarding and child protection matters, information may be disclosed that suggest other children or young adults are being abused or at significant risk of harm including exploitation by extremists. We have a responsibility, as a public body, to consider this information and whether sharing this information can help safeguard others outside of the college. Any information that suggests children or young people external to the college should also be reported to the Designated Safeguarding Lead, who will consider whether this information should be shared with other agencies and/or a referral should be made to Social Services.

Past Abuse
Any disclosure of past abuse should also be dealt with in accordance with this policy and associated procedures. This is to ensure that any criminal activity is dealt with appropriately and action can be taken to reduce the risk of future abuse.

2.   Keeping Children Safe

2.1.   Child Protection - Responding to concerns about individual students

2.1.1.   All students at NewVIc must be able to place their trust and confidence in any adult working in the college. They must feel sure they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and

responded to appropriately. All staff must therefore know what to do if a student chooses to talk to them about any matter which raises child protection concerns.

2.1.2.   All staff must:

- listen to what the student is saying without interruption and without asking leading questions
- respect the student's right to privacy but not promise confidentiality
- reassure the student that he/she has done the right thing in telling
- explain to the student that in order to keep him/her safe from harm the information that has been shared must be passed on
- report what has been disclosed, using agreed procedures in Appendix D
- promptly record all verbal conversations in writing, using the student's own words, signing and dating the record

2.1.3.   The Safeguarding and Welfare Team will:

- assess any urgent medical needs of the student
- consider whether the student has suffered, or is likely to suffer significant harm
- check whether the student is known to the college as currently subject to a Child Protection Plan or having been previously subject to a Plan
- confirm whether any previous concerns have been raised by staff
- consider whether the matter should be discussed with the student's parents/guardians or whether to do so may put the student at further risk of harm because of delay or the parent's possible actions or reactions
- seek advice if unsure that a child protection referral should be made

2.1.4.   The Safeguarding and Welfare Team will decide whether or not to consider offering early help to support the family or to make a referral to Newham's triage service when there are complex needs or child protection concerns. We will use the Early Help and Safeguarding Thresholds to inform our decision making. Guidance on how we make these requests to the children's triage service for either support or protection can be accessed here: www.newhamlscb.org.uk

2.1.5.   If a referral to children's triage has not met the threshold for targeted support or statutory intervention the Safeguarding and Welfare Team will make a full written record of the decision and outcome. The college will continue to offer early help and interventions.

2.2.   Child Protection – Recognition and Response

2.2.1.   Owing to the nature of the day-to-day relationship students at NewVIc have with staff, all adults working in the college are particularly well placed to notice any physical, emotional or behavioural signs that a student may be suffering, or at risk of, significant harm or exploitation We understand that harm means the ill-treatment or impairment of a child or vulnerable adult's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all students will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a student is suffering harm or being exploited.

2.2.2.   All staff will report any concerns to the Safeguarding and Welfare Team

2.2.3.   All staff will receive regular safeguarding training in order that their awareness to the possibility of a child or vulnerable adult suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high. Staff attend a range of training on radicalisation to make sure they are trained in an awareness of vulnerability to exploitation by extremists for example through a rolling programme of Workshops to Raise Awareness of Prevent (WRAP) training.

2.2.4.   We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:

- Child sexual exploitation
- Bullying including cyberbullying
- Preventing radicalisation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Mental health
- Private fostering
- Sexting
- Teenage relationship abuse
- Trafficking

2.3.   Safeguarding – Providing a Safe Environment

2.3.1.   All parents/guardians of students attending NewVIc must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at college. We will do this by:

- promoting a caring, safe and positive environment within the college and a culture of vigilance
- ensuring that our staff are appropriately trained in safeguarding and child protection, including their responsibilities under the Prevent Duty,
   according to their role and responsibilities, and keeping records of training
  - ensuring that our staff are fully inducted and comply with the college's policies
  - encouraging the self-esteem and self-assertiveness of all students through the curriculum so that the students themselves become aware of danger and risk, what is acceptable behaviour and what is not and know who to turn to for help
  - working in partnership with all other services and agencies involved in the safeguarding of students including the Prevent and the Channel programme
  - displaying appropriate posters that detail contact numbers for child protection help-lines
  - always following safer recruitment procedures when appointing staff or volunteers to work in our college
  - welcoming visitors in a safe and secure manner

- undertaking risk assessments when planning out of college activities or trips
- ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

2.4.   Safeguarding and Child Protection in Specific Circumstances

2.4.1.   Attendance

2.4.1.1. We are aware that student attendance can be an indicator of potential risk of harm. It is acknowledged that, as a sixth form provider, students may be absent from lessons for a number of reasons, none of which would suggest any risk of harm. However, the following procedures will help identify any patterns of attendance that indicate potential risk:

2.4.1.2. Students are expected to notify the college of any days/lessons they are unable to attend. This can be through their tutor in advance or the absence line for unexpected absences.

2.4.1.3. Tutors should appraise student absence to identify any patterns and, where identified, discuss this with the student to ascertain whether there is any concern and to support the student in improving their attendance. Where necessary the Learning and Behaviour policy will be invoked. Any concerns should be referred to the the Safeguarding and Welfare Team.

2.4.1.4. Any uncharacteristic attendance patterns, including sustained absence without prior notification, should be immediately investigated with the support of the Safeguarding and Welfare Team.

Student Behaviour

2.4.1.5. We will always aim to maintain a safe, calm and respectful learning environment by expecting good behaviour from our students in line with our Learning and Behaviour policy.

2.4.1.6. We are aware that any physical response from a member of staff to a student's poor behaviour could lead to a child protection concern being raised by the student or parent/guardian.

2.4.1.7. The college employs staff trained in safe, appropriate physical intervention. The Youth Safety and Security teams can be contacted via security control, internally on extension 4620 or externally on 020 7540 0620. No member of staff will use any physical intervention or force when dealing with a student's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.

2.4.1.8. We will include in incident records where physical restraint has been used.

2.4.1.9. We will always notify parents/guardians of any such incident.

2.4.2.   Bullying

2.4.2.1. We understand that bullying is harmful to students. Our Learning and Behaviour policy and Anti-bullying policy set out our aim of ensuring no student becomes a victim of bullying and the work that we carry out in college to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

2.4.2.2. We understand that bullying make take different forms and may include racist or homophobic behaviour. It may include discrimination or harassment on the grounds of age, gender, disability, sexual orientation, race, religion, gender identity or pregnancy. Any such incident will be dealt with in accordance with our Learning and Behaviour policy.

2.4.3. E-Safety

2.4.3.1. We recognise that students' use of the internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in college and how we teach students to stay safe when using the internet in their lives outside of college.

2.4.3.2. We also recognise that all members of staff and volunteers must always be mindful of the need to follow our IT Acceptable Use policy.

2.4.4. Health & Safety

2.4.4.1. We have a Health & Safety policy that demonstrates the consideration we give to minimising any risk to students when on the premises and when undertaking activities out of college under the supervision of our staff.

2.4.5. Students with Special Educational Needs and Disabilities

2.4.5.1. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionally impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

2.5. Working Together with Parents/Guardians

2.5.1. Student Information

2.5.1.1. We recognise the importance of keeping up-to-date and accurate information about students. All students are expected to provide us with accurate and up-to-date information and inform us of any changes, as outlined below:

- their own accurate name, address, telephone numbers and email addresses

- names and contact details of their legal parent/guardian
- emergency contact details for another person other than their parent/guardian up-to-date health and medical information
- any relevant court orders in place affecting any person's access to the student
- any other factors which may impact on the safety and welfare of the student

2.5.2. Confidentiality

2.5.2.1. Information about students given to us by themselves, their parents/guardians, or by other agencies will remain confidential. Staff will be given relevant information only on a "need to know" basis in order to support the student if that is necessary and appropriate.

2.5.2.2. We are, however, under a duty to share any information which is of a child protection or safeguarding nature. We understand that this is in the best interests of the student and overrides any other duties we have regarding confidentiality and information sharing.

2.5.2.3. We have a duty to keep any records which relate to child protection and safeguarding work (including Prevent) undertaken by us or our partner agencies and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to share such information with other agencies or partners, where this is justified as being necessary to ensure the continued safety and protection of the student.

2.6. Referrals to partner agencies

2.6.1. If we have a reason to be concerned about the welfare of a student we will always seek to discuss this with the student's parents/guardians in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Social Services when to do otherwise may put the student at risk of further harm either because of delay, or because of the actions of the parents/guardians.

2.7. Peer on peer abuse and allegations

2.7.1. Allegations may arise against other students which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual exploitation and radicalisation. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse; this could include girls being sexually touched/assaulted or boys being subjected to initiation type violence. Victims of peer on peer abuse will be supported by the college's welfare and guidance services and referrals to external agencies as appropriate.

2.7.2. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found. The allegation:

- is of a serious nature, possibly a criminal offence
- is made against someone who is older and refers to their behaviour towards someone younger or vulnerable

- indicates that other students may have been affected by this student
- indicates that young people outside of the college may be affected

2.7.3.   When such an allegation is made, it should be referred to the Safeguarding and Welfare Team who will discuss with Social Services and/or the police as appropriate. The student will also be subject to the college's Learning and Behaviour policy.

2.7.4   Students will be taught about safeguarding, including peer to peer abuse, healthy relationships, online safety and the dangers of radicalisation and extremism, through teaching and learning in the curriculum including tutorials.

2.8.   Safeguarding concerns raised by external agencies

2.8.1.   If the college receives information from an external agency that a young person raises safeguarding concerns, we will work as advised to ensure other students are kept safe and they themselves are not open to malicious allegations.

2.9.   NSPCC whistleblowing helpline

2.9.1.   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 – line is available from 8.00 am to 8.00 pm, Monday to Friday or email: help@nspcc.org.uk.

3.   Adults Working with Children and Vulnerable adults

3.1.   Safer Recruitment

3.1.1.   All staff and volunteers working with students in our college will be recruited safely.

3.2.   Preparation

3.2.1.   We will always consider the vacancy that has arisen within the context of safeguarding and ensure that we include the responsibility to safeguard children and vulnerable adults within the requirements of the role.

3.2.2.   We always consider carefully the knowledge, skills and experience required to safeguard children and vulnerable adults and include these within a person specification.

3.3.   Advertising

3.3.1.   We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

3.3.2.   The advertisement will always include a statement about our commitment to safeguarding and our expectation that all applicants will share that commitment.

3.3.3.   The advertisement will state that the post is subject to a Disclosure and Barring check.

3.4.   Applications

3.4.1. We will ensure that our application form enables us to gather information about the candidates' suitability to work with children and vulnerable adults by asking specific and direct questions.

3.4.2. We will scrutinise all completed application forms.

3.4.3. We will not accept CVs.

3.5.   References

3.5.1. We will not accept open references or testimonials.

3.5.2. We will ask for the names of at least two referees.

3.5.3. We will take up references prior to appointment and ask specific questions about the candidate's previous employment or experience of working with children and vulnerable adults. We will follow up any vague or ambiguous statements.

3.6.   Interviews

3.6.1. We will always conduct a face to face interview even when there is only one candidate.

3.6.2. Our interview panel will always contain at least one member trained in safer recruitment practice.

3.6.3. Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to students.

3.6.4. All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

3.7.   Appointments

3.7.1. Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

3.7.2. We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children or vulnerable adults.

3.8.   Induction

3.8.1. We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

3.9.   Continuing Professional Development

3.9.1. We will ensure that all staff receive regular training in child protection and safeguarding including their responsibilities under the Prevent Duty.

3.10.   Concerns or Allegations

3.10.1.   We will always supervise staff and act on concerns or allegations that relate to safeguarding. If staff members have concerns about another staff member then this should be referred to the Principal. Where there are concerns about the Principal this should be referred to the Chair of Governors, Gail May g.may@uel.ac.uk. Her contact details are circulated by email to staff and available in staffrooms.

3.10.2.   We will follow Newham Local Safeguarding Board guidance www.newhamlscb.org.uk on the management of allegations against staff in Newham schools and other educational establishments, in consultation with the designated officers of the local authority and our own policies such as Misconduct and Discipline policy and Disclosure and Barring policy.

3.11.   Dismissal

3.11.1.   We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child or vulnerable adult.

3.12.   Safe Practice

3.12.1.   We understand that all adults working in or on behalf of our college have a duty to safeguard all students and promote their welfare. We aim to provide a safe and supportive environment for our students through the relationship we have with them and their parents/guardians and will always seek to ensure that all adults working in our college behave in a manner that fosters this relationship.

3.12.2.   We will ensure that all staff are clear about the expectations we have of their behaviour towards all students and that any incident that falls below our expected standards will be dealt with appropriately.

4.   Monitoring and Reviewing our Policy and Practice

4.1.   Our Designated Safeguarding Lead will continually monitor our safeguarding and child protection practices and bring to the notice of the Senior Leadership Team and Governors any weaknesses.

4.2.   The Governing Body has a duty to remedy any weaknesses that are identified. We have a link governor for safeguarding who meets regularly with the Designated Safeguarding Lead.

4.3.   An annual report will be submitted to the Governors which will outline the safeguarding and child protection work we have undertaken during the year. Names of students will not be disclosed.

4.4.   The Governors, Senior Leadership Team and Designated Staff will work together on any aspect of safeguarding and child protection that is identified as an area for development over the coming year.

4.5.   Our policy will be reviewed annually with Governors.

Appendices

The following appendices offer procedures, guidance and best practice when working with young people, to ensure a safe learning environment, and dealing with any safeguarding matters.

Appendix A – Contact details

Appendix B - Guidance for good practice when working with young people

Appendix C – Types of abuse and specific safeguarding issues

Appendix D – Recognising abuse and indicators of abuse

Appendix E – Responding to disclosure

Appendix F - Radicalisation and extremism

APPENDIX A - Contact details

Safeguarding & Welfare email address:
welfare@newvic.ac.uk

Safeguarding & Welfare Advisers

Rebecca Harris and Joanne Harris B212

020 7540 0650 or 020 7540 0560.

Deputy Designated Safeguarding Lead

Sandra Ross, Welfare & Guidance Manager B212

020 7540 0553

Designated Safeguarding Lead

Tracy Oko, Assistant Principal Student Services A24

020 7540 0557

Principal

Eddie Playfair C601

020 7540 4260

Chair of Governors/Safeguarding Link Governor

Gail May

g.may@uel.ac.uk

Appendix B - Guidance for good practice when working with young people

College Policies, Procedures, and Systems
In devising, implementing, and revising any policy/procedure/system that is relevant to young people, consideration must be given to making that policy/procedure/system appropriate to the developmental needs and capacity of young people, accessible to them, and where possible their input should be sought.

Curriculum design
In setting up any new course (or course component) onto which children or vulnerable adults will be enrolled, safeguarding their well-being must be the main priority and this should take into account the developmental needs and capacity of young people.

Provision of support resources for young people
The college induction process will include appropriate information on the college's Safeguarding & Child Protection policy and procedures. This includes advice and guidance on keeping themselves and others safe, information on the support teams available to them within the college and details of how to contact the Designated Safeguarding Lead and the Safeguarding and Welfare Team

Appropriate behaviour
All NewVIc employees and volunteers are encouraged to demonstrate exemplary behaviour and good practice in order to create a positive culture and climate within the college and protect staff from false allegations.

Always:

* be an excellent role model eg no inappropriate language in the company of students
* treat all students with equal respect and dignity
* recognise the developmental needs and capacity of young people
* put the welfare of each student first, before the achievement of goals or targets
* give enthusiastic and constructive feedback rather than negative criticism

Avoid:

* spending excessive amounts of time alone with a student away from others
* giving personal details to a student, eg phone numbers

Never:

* enter into a personal or sexual relationship or sexual activity with any student
* engage in rough, physical or sexually provocative games, including horseplay
* allow or engage in any form of inappropriate touching
* make sexually suggestive comments to a student, even in fun
* reduce a student to tears as a form of control
* do things of a personal nature for students which they can do for themselves
* allow allegations made by a student to go unchallenged, unrecorded or not acted upon
* invite or allow students to stay with you at your home

Staff should familiarise themselves with *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings* under Student Services on the staff intranet.

APPENDIX C – Types of abuse and specific safeguarding issues

Abuse is any form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including

exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Financial or material abuse
This is usually most likely to occur with vulnerable adults and may include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Discriminatory abuse
This may include any of the above types of abuse or bullying and harassment based on an individual's age, gender, disability, sexual orientation, race, religion, gender identity or pregnancy.

Specific safeguarding issues
There are a number of current, specific safeguarding concerns which are relevant to students within our college. The Designated Safeguarding Lead and the Safeguarding and Welfare Team will liaise with appropriate agencies to ensure they are up-to-date with current safeguarding concerns and that these are both disseminated to staff as appropriate and included in policy review and training.

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

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

including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

We recognise that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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

Female Genital Mutilation (FGM)
Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

We recognise there are a range of potential indicators that a young woman may be at risk of FGM. Whilst all staff should report to the Safeguarding and Welfare Team with any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Forced Marriage
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. If staff have a concern they should report this immediately to the Safeguarding and Welfare Team.

The list below covers other current national and local safeguarding issues:
- radicalisation (see appendix)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

- mental health
- private fostering
- sexting
- teenage relationship abuse
- trafficking

APPENDIX D - Recognising abuse and indicators of abuse (see also APPENDIX F)

Recognising abuse can be difficult. Some acts of abuse are extreme, cause visible damage and can be clearly identified: we tend to agree on these clear acts of abusive behaviour. Other behaviours are not so easily identifiable.

It is important to think about the frequency, context and meaning they have for the victim.

It may be difficult to recognise abuse because it is a painful subject for us, because we don't want to believe it happens, because we know and like the family or because it is too much responsibility. However, if we have any concerns, it is our responsibility to report them.

All staff should be alert to the welfare of the students our work brings us into contact with and be mindful that:

- all people have the potential to abuse a child or vulnerable adult, regardless of gender, race, culture or social class
- students with a disability are particularly vulnerable
- where domestic violence is present or suspected in a household it is an important indicator of child abuse

Indicators of abuse
A student may describe what appears to be an abusive act involving him/her, or someone else may express concern about the student. Other indications that a student may be being abused include the following:

- unexpected or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- an injury for which the explanation seems inconsistent
- sudden and/or unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper, inability to focus, difficulty completing tasks)
- inappropriate sexual awareness
- engaging in sexually explicit behaviour
- distrust of adults, particularly those with whom a close relationship would normally be expected
- difficulty in making friends
- inappropriate or difficult social interaction with their peers
- variations in eating pattern (including overeating or loss of appetite)
- unexplained weight loss
- poor (or changed) personal hygiene or presentation

It should be noted that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. It is not for staff to decide whether abuse is taking place. Any staff noticing any signs of abuse should consult with the Safeguarding and Welfare Team for advice and/or further investigation. The Safeguarding and Welfare Team will decide whether there is significant concern for a referral to be made.

APPENDIX E – Responding to disclosure by students

If a young person is suffering abuse then the likelihood is that they will talk to someone they know and trust. False allegations of abuse do occur, but they are rare.

Any allegations of abuse, or suspicions of abuse, need to be taken seriously and handled in a sensitive manner.

No college member of staff carries out investigations or decides whether a student has been abused. Our obligation is to notice and report.

Individual members of staff should never deal with child abuse disclosures in isolation and must always report them as outlined below.

Information will be kept confidential and only be shared with people where it is necessary for the protection of the student.

Recognition
If you notice changes in a student's behaviour or regular physical marks or have any reason to suspect a student is being abused complete the safeguarding initial concern sheet and discuss this on the same day with the Safeguarding and Welfare Team Room B215/B254 or 020 7540 0667/0560.

Pre-Disclosure
If you think a student wants to talk to you about abuse you must make it clear that you cannot promise absolute confidentiality, because matters may develop in ways which mean that this promise cannot be honoured. If you believe a child or vulnerable adult is at risk of harm, legally, you have to report the risk.

If, on hearing this, the student does not wish to continue or if you do not feel comfortable listening to the student you can take the following steps:

- discuss the matter confidentially with the Safeguarding and Welfare Team
- make them an appointment (or take them) to see one of the Safeguarding and Welfare Team in B254, Youth Safety Team in B256 or Student Counsellor in B210
- offer access to a telephone for confidential helpline support (B212) and encourage them to call
  - o Childline - 0800 11 11 (freephone 24 hours) www.childline.org.uk
  - o NSPCC - 0808 800 5000 (freephone 24 hours) 0800 056 0566 (minicom/deaf/hard of hearing)
- always make a note of your concern on the safeguarding referral form and forward it to the Safeguarding and Welfare Team (welfare@newvic.ac.uk) who will investigate and follow up.

Disclosure

It is likely to be extremely difficult for a student to disclose abuse and all staff have a role in supporting students through this process and ensuring we help them give as much information as possible.

Actions to take if a student makes a disclosure:

- react calmly so as not to make the student more anxious or discourage them from telling more
- listen carefully to what the student says without interruption
- use open questions to encourage further information, but do not probe
- it is OK to have periods of silence
- take what the student says seriously
- reassure the student that he/she was right to tell, and that he/she is not to blame
- reassure the student that there are many sources of help and that you will help and support them in seeking help
- explain to the student that you will need to discuss with the Safeguarding and Welfare Team – naming them – and state that you can be with them when they meet. It is often most appropriate to take them to meet the Safeguarding and Welfare Team straight away, providing they are comfortable with this
- make a full record of what was said, using their own words (don't assume or paraphrase). Note the time and location
- report the matter to the Safeguarding and Welfare Team without delay

If you have reason to believe that a student is at immediate risk of harm, including self-harm or suicide, take them to a member of the Safeguarding and Welfare Team immediately.

Actions to avoid during a disclosure:

- panic – it may be difficult for you, however it is likely far more difficult for the student. If you are distressed by the disclosure inform the Safeguarding and Welfare Team for advice and support
- allow your shock or distaste to show
- probe for more information than is offered
- speculate or make assumptions
- make negative comments about the alleged abuser
- approach the alleged abuser
- make promises that you will be unable to keep, e.g. to keep this secret
- discuss the matter with colleagues/friends

Recording

Make a brief signed note (using the student's words) of any allegations:
- the names of any people who are present during the disclosure
- the date and time of the conversation, and a brief outline of what may have happened, when, and to whom (remember other children or vulnerable adults may be involved and at risk too)
- a brief description of any injuries which are visible or alleged
- any nonverbal signs that you noticed
- the student's preferred action

Reporting

Contact the Safeguarding and Welfare Team as soon as possible with the proforma. In the absence of the Safeguarding and Welfare Team contact the Assistant Principal Student Services.

The designated staff then take responsibility for all further action, including referral to Social Services or the Police.   If the student reveals past abuse or that there are other children under 18 who are currently at risk then the above guidelines must also be followed.

APPENDIX F – Radicalisation and Extremism

The college is clear that radicalisation and extremism should be viewed as safeguarding concerns.

Extremism is views and actions that promote: (1) violence against others;(2) hatred of others; (3) undermining the rights of others. Radicalisation is the process by which individuals come to support terrorism or forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which is often combined with specific influences such as family, friends or online, and which specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Possible behaviour indicators are below:

- discriminatory language or actions towards specific groups or people with a particular protected characteristic
- possession or sharing of violent extremist literature
- showing or sharing online material of an extreme nature to others
- behavioural changes (for example, becoming withdrawn)
- expression of extremist views
- advocating violent actions and means
- association with known extremists
- seeking to recruit others to an extremist ideology

We recognise the positive contribution we can make towards protecting our students from being drawn into radicalisation and violent extremism and are committed to fulfilling our statutory duties as outlined in the Prevent Duty guidance. The college will empower its students to create communities that are resilient to radicalisation and extremism and to protect the wellbeing of particular students who may be vulnerable to being drawn into violent extremism or crime. Staff attend a range of training on radicalisation and extremism including a rolling programme of Workshops to Raise Awareness of Prevent (WRAP) training.

In respect of safeguarding individuals from radicalisation, the college works to the Prevent element of the Government's Counter Terrorism Strategy, and follows the Prevent Duty guidance including referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions.

As well as managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow the college's safeguarding procedures and contact the Safeguarding and Welfare Team.