



# **2021/22 Child Protection and Safeguarding Policy for Oxford Sixth Form College**

Consistent with Keeping Children Safe in Education 2021

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**Key Contact Details**

Key Personnel	Name (s)	Contact details
Designated Safeguarding Lead (DSL)	Carole Nyssen	Ext: 2011 Mobile: 07786 950 552
Deputy DSL(s)	Rosemary Finamore	Ext: 2023 Mobile: 0791 953 7093
Safeguarding Officer	Anxo Pena Perez	Ext: 2010 Mobile: 07384 810 057
Safeguarding Officer	Zig Powel	Ext: 2037 Mobile: 07826 207 641
School's named 'Prevent' lead	Carole Nyssen	Ext: 2011 Mobile: 07786 950 552
Nominated Safeguarding Governor	Sarah Squire	Tel:
Chair of Governors	Johnathan Cuff	Tel: 01865 638305
Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)	Jo Lloyd Donna Crozier Sandra Barratt Lorna Berry Becky Langstone (ESAT)	01865 810603 <a href="mailto:Jo.lloyd@oxfordshire.gov.uk">Jo.lloyd@oxfordshire.gov.uk</a> <a href="mailto:Lado.safeguardingchildren@oxfordshire.gov.uk">Lado.safeguardingchildren@oxfordshire.gov.uk</a>
Locality Community Support Service (LCSS) worker	Central Team	0345 241 2705
Multi Agency Safeguarding hub (MASH)	Katrina Johnson	0345 050 7666
Out of hours Emergency Duty Team (EDT)		08450 507666
Police		101 or in emergencies 999

### Contact Details of Other Agencies Outside the College

NSPCC: 0808 800 5000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  
 Childline: 0800 1111  
 Kidscape: 08451 295

### Contacts for Oxfordshire Social Services

If anyone is concerned that a student is being abused or needs external support, you can make a referral, or they can phone Social Services Single Point of Access Team on 01865 902515 or 0845 219 1500 (outside of office hours phone the Emergency Duty team on 01865 741747).

**The Oxfordshire Local Safeguarding Children Board** is at: <http://www.oscb.org.uk/>

Oxfordshire County Council County Hall - 3rd floor New Road Oxford OX1 1ND

Tel: 01865 815843 Fax: 0845 605 4165

Email: [OSCB@Oxfordshire.gov.uk](mailto:OSCB@Oxfordshire.gov.uk)

**The LADO** is: Jo Lloyd [Jo.lloyd@oxfordshire.gov](mailto:Jo.lloyd@oxfordshire.gov) 01865 323457

The Local Authority Designated Officer (LADO) works within Children's Services and gives advice and guidance to employers, organisations and other individuals who have concerns about the behaviour of an adult who works with children and young people. All allegations should be reported to the LADO within one working day at the latest. In the most seriousness of cases and if a crime has been committed, the police must be informed immediately.

### Teaching Regulation Authority (TRA)

Independent schools have a duty to consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reason for such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a conviction, at any time, for a relevant offence'. <https://www.gov.uk/government/publications/teacher-misconduct-referral-form>

**Children's Social Care Assessment Team** can be contacted on 01865 323648

If a student or young person has made a disclosure regarding sexual exploitation or if you think a student may be at risk of being sexually exploited, please contact the Kingfisher Team on 01865 335276. Out of hours calls to this number will be diverted to the Thames Valley Police Referral Centre

### Other useful information:

Oxfordshire Threshold of Needs Matrix produced by OSCB gives helpful guidance. <http://www.oscb.org.uk/>

### National bodies

The Independent Schools' Inspectorate (ISI) oversees independent College boarding in the UK and may be contacted by anyone with any concerns: ISI, CAP House, 9 - 12 Long Lane, London EC1A 9HA (Telephone 0207 600 0100; email [info@isi.net](mailto:info@isi.net))

### **The Children's Commissioner**

The role of the Children's Commissioner was created by the Children Act 2004 and has been strengthened by the Children and Families Act 2014. Dame Rachel de Souza is the Children's Commissioner for England as of 1 March 2015. She has a legal duty to promote and protect the rights of all children in England with a particular focus on children and young people with difficulties or challenges in their lives, and in particular those living away from home, in or leaving care, or receiving social care services. Her work focuses on making sure that adults in charge, or making decisions, listen to what children and young people say about things that affect them. The free phone number is: 0800 528 0731, and email address is: [advice.team@childrenscommissioner.gsi.gov.uk](mailto:advice.team@childrenscommissioner.gsi.gov.uk) The line is open Monday to Friday, 9am to 5pm.

Other relevant information can be found at:

<https://www.gov.uk/government/consultations/working-together-to-safeguard-children-revisions-to-statutory-guidance>

Oxford Sixth Form College recognises its responsibility for safeguarding and child protection.

### **1. Introduction**

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- "Keeping Children Safe in Education" 2021"
- "Working Together to Safeguard Children 2018"
- "RSE and Health Education" Statutory Guidance 2021 (*replaced the Sex and Relationship Education guidance 2000*).
- Oxfordshire Safeguarding Children Board guidelines

At Oxford Sixth Form College our Governing Body takes seriously its responsibility under Section 11 of the Children Act and duties under "Working Together to Safeguard Children 2018" to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all our staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Our College should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all our staff, governors, volunteers, and host families working in and for our College.

This policy has been written in line with Keeping Children Safe in Education 2021

This policy should be used in conjunction with KCSIE 2021.

All staff will sign to confirm they have read and understood this policy.

## 2. Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of 'it could happen here' where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

## 3. Definitions

***Safeguarding and promoting the welfare of children*** is defined for the purposes of this guidance as:

- protecting children from maltreatment.
- preventing impairment of children's **mental and physical 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.

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

The term ***staff*** applies to all those working for or on behalf of the College, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

***Child*** refers to all young people who have not yet reached their 18<sup>th</sup> birthday. This policy will extend to young adult students, visiting children and students from other establishments.

***Student*** refers all those enrolled onto a course at Oxford Sixth Form College.

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

***Abuse*** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

***DSL*** refers to Designated Safeguarding Lead.

***DDSL*** refers to Deputy Designated Safeguarding Lead.

**OSCB** refers to Oxfordshire Children Safeguarding Board.

**LCSS** refers to Locality Community Support Service.

**MASH** refers to Multi Agency Safeguarding Hub.

**DO** refers to the Designated Officer, also referred to as Local Authority Designated Officer (LADO)

#### **4. The aims of these procedures are:**

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school and ensure that safeguarding follows a whole College approach.

#### **5. Principles and Values**

Students in our College have a right to feel secure and cannot learn effectively unless they do so.

All students have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a student is at risk of harm, either in the College or in the community, taking into account *contextual safeguarding*, (Annex 6) in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

Whilst the College will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

#### **6. Leadership and Management**

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff.

In this College, any individual can contact the Designated Safeguarding Lead (DSL) or the Deputy (DDSL) if they have concerns about a young person.

Our Principal takes overall responsibility for safeguarding, ensuring the DSL and the DSL team are fulfilling their role.

There is a nominated safeguarding governor, Sarah Squire, who will take leadership responsibility for safeguarding. The Chair of Governors, **Jonathan Cuff**, will receive reports of allegations against the Principal and act on the behalf of the governing body.

As an employer we follow safer recruitment guidance as set out in KCSIE 2021 (See Safer Recruitment policy 2021-22).

### **7. Record Keeping**

- Staff will record any welfare concerns that they have about a student and pass them without delay to the DSL. Records will be completed on the same day as the incident/event is reported to the staff member, using the child's words and facts, and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Incident or Welfare concerns can be recorded by sending an email with the details to the DSL or safeguarding team.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own College GDPR policy and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with GDPR to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- Our record keeping procedures are in line with the KCSiE guidance.
- The Principal will be kept informed of any significant issues by the DSL.

### **8. Confidentiality and Information Sharing**

- Oxford Sixth Form College recognises that all matters relating to child protection are confidential. The Principal or DSL will only disclose information about a student to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or wellbeing.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.



- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.
- DfE Guidance on Information Sharing (July 2018) provides further detail. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- OSCB provides advice on the Seven Golden Rules of Information Sharing <https://www.oscb.org.uk/wp-content/uploads/2019/07/The-Seven-Golden-Rules-for-Info-Sharing.pdf>
- Guidance to support schools with Data protection activity, including compliance with GDPR [Data Protection Tool Kit](#)

## 9. Training

All staff in our College are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

Our DSL and DDSL undergo training to provide them with the knowledge and skills required to carry out their role. Our DSL and members of our safeguarding team undergo their Level 3 training every 2 years through the OSCB to enable them to fulfil their role.

Training is provided for all staff to a generalist level every 3 years, regular updates around safeguarding are shared with staff regularly.

All new staff are required to complete the Introduction to safeguarding and Prevent Duty online before they start. This is then followed up with generalist level training as part of their Induction to the College.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

## 10. Safeguarding Children with Special Educational Needs and Disabilities

Oxford Sixth Form College acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

Oxford Sixth Form College will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children

- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

### **11. Reporting and referring concerns**

KCSIE 2021 states: "No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In our College we recognise the importance of sharing information and reporting concerns to help ensure children are protected.

The following procedures apply to all staff working in the College and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

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

All staff are aware that very young children with those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility which will include children visiting the site.

**If a member of staff suspects abuse, spots signs or indicators of abuse, mental health concerns or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information on the same day either in handwritten format or electronically.
2. Report it to the DSL/DDSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate factual record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions in which they were involved
  - Any injuries
  - Explanations given by the child / adult
  - What action was taken

- Any actual words or phrases used by the child
- Any questions the staff member asked (remembering not to ask any leading questions)

**The records must be signed and dated by the author.**

5. In the absence of the DSL or their Deputy, be prepared to refer directly to Children's Social Care (and the police if appropriate), if there is the potential for immediate significant harm or to carry out a no names consultation with LCSS, if appropriate.

**Following a report of concerns, the DSL must:**

1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
2. Normally the College should try to discuss any concerns about a child's welfare with the family and where possible, seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via MASH, sharing:
  - i. the known facts
  - ii. any suspicions or allegations
  - iii. whether or not there has been any contact with the child's family.

The MASH can be contacted by phone on **0345 050 7666**.

4. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL/DDSL must then notify Children's Social Care of the occurrence and what action has been taken.
5. When a student needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should seek immediate advice from the MASH about informing the parents, remembering that parents should normally be informed if a child requires urgent hospital attention. However, as in all cases, if it is felt this could put the child more at risk then all action should be taken in the best interests of the child.
6. If there is not considered to be a risk of significant harm, the DSL/DDSL will either actively monitor the situation, consider the Early Help process or contact the LCSS for a no names consultation.

**All contact details are in ANNEX 8.**

## **12. Multi-agency Working**

Oxford Sixth Form College recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

The College is not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. Oxford Sixth Form College recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The Senior Leadership Team and DSL/DDSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **13. Safer Recruitment**

- Oxford Sixth Form College is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- The Governing Body and Leadership Team are responsible for ensuring that the College follows safe recruitment processes outlined within guidance.
- Oxford Sixth Form College is responsible for ensuring that the College maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.

## **14. Allegations against staff or volunteers**

This procedure should be used in all cases in which it is alleged a member of staff, volunteer, houseparent or host in the College, or another adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal as soon as possible.
- If an allegation is made against the Principal, or there is a conflict of interest, the concerns need to be raised with the LADO Designated Officer team for Oxfordshire directly.
- There may be situations when the Principal or Chair of Governors will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Principal or Chair of Governors, they will contact the LADO team on 01865 810603 or [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk) as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

In liaison with the LADO team, the College will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police.

The LADO team in Oxfordshire is currently staffed by Donna Crozier, Sandra Barratt and Lorna Berry.

The team will assess the information provided and advise on next steps, in line with KCSIE 2021 part 4, and Oxfordshire County Council's Designated Officers' local procedures:

- Monitor and track any investigation with the expectation that it is resolved as quickly as possible (if the investigation is a Police led investigation this does effect timescales, and the conclusion of the case may take much longer)
- On conclusion of the case, the LADO will discuss and consider with the employer if the threshold has been hit for any referrals to be made to other agencies, including referral to the Disclosure and Barring Service

## 15. Whistleblowing in a Safeguarding Context

While the College has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

**Whistleblowing** is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within Oxford Sixth Form College, the Principal, Mark Love, is the senior manager and responsible for all staff. If you are concerned that any member of staff within the College is not following safeguarding processes or behaving in a way that is placing children at risk, you should, in the first place, make the Principal aware.

If your concern is about the Principal, you should raise this with Jonathan Cuff, our Chair of Governors by calling 01865 638305 or emailing: [Jonathan.Cuff@doverbroecks.com](mailto:Jonathan.Cuff@doverbroecks.com)

If you would prefer to raise your concerns outside of the College, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations or make contact with Oxfordshire County Council.

If you believe that a member of the College staff is harming a child (an allegation) and this has been reported to the Principal and no / insufficient action has been taken, or the member of staff you have concerns about is the Principal, then you are able to contact the Designated Officers team (LADO) on 01865 810603 or email [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

If you believe that a child is being abused by individuals outside the school, you can make a referral to Children's Social Care by calling the MASH on: **0345 050 7666** (office hours) or **08450 507666** (outside of office hours).

Further guidance for staff can be accessed through:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2> and through the NSPCC website <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

## **16. Related Safeguarding Policies**

This policy should be read in conjunction with the policies as listed below:

- Promoting Good Behaviour
- E-Safety
- Anti-Bullying
- General Data Protection
- Relationship & Sex Education
- Sexual Violence and Sexual Harassment
- Missing Student
- Mental Health
- Fitness to Study
- Health and Safety
- Attendance
- Risk Assessments (e.g. school trips)
- First Aid
- Staff Code of Conduct
- Safer Recruitment
- Whistleblowing

## **17. Policy review**

As a college, we review this policy at least annually in line with DfE, OSCB and OCC requirements and other relevant statutory guidance.

**Date approved by governing body:**

**Date reviewed by governing body:**

## **Annex 1**

### **Roles and Responsibilities within Oxford Sixth Form College.**

#### **1) Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Establish and maintain an environment where our students feel secure, are encouraged to talk and are listened to.
- Ensure our students know that there are adults in the College who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for our students to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a student is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to Social Care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2021, if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Oxfordshire Safeguarding Children Board (OSCB) and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to ‘keep a secret’.
- Notify the DSL or DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of Early Help, contextual safeguarding and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and DDSL are and know how to contact them.
- Have an awareness of the Child Protection and Safeguarding Policy, the Promoting Good Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Have an awareness of Mental Health problems and how in some cases are an indicator of the student being at risk of harm.

## 2) Senior Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of student are identified.
- Ensure staff are alert to the various factors that can increase the need for early help as written in KCSIE 2021.
- Working with Children's Social Care, supporting their assessment and planning processes including the College's attendance, including College holidays, at conference and core group meetings and the contribution of written reports for these meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff, regardless of their position within the College.
- Treat any information shared by staff or students with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the OSCB procedures.

## 3) Governing body responsibilities

- Ensure the College has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Code of Conduct, a Behaviour Policy and a written response to children who go missing from education.
- Ensure OSCB is informed in line with local requirements via the annual safeguarding report returned to the Education Safeguarding Advisory Team.
- Ensure recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Ensure allegations against staff are dealt with by the Principal and that allegations against the Principal are dealt with by the Chair of Governors.
- Ensure a member of the Senior Leadership Team is appointed as Designated Safeguarding Lead and has this recorded in their job description.
- Ensure staff have been trained appropriately and this is updated in line with guidance.
- Ensure any safeguarding deficiencies or weaknesses are remedied without delay.
- Ensure a nominated governor for safeguarding is identified.
- Ensure they facilitate a whole college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the student at their heart.
- Ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure students are taught about safeguarding, is integrated, aligned, and considered as part of the whole College safeguarding approach and wider staff training and curriculum planning.
- Consider the above training requirements, governing bodies and proprietors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all students.
- Ensure where governing bodies or proprietors hire or rent out College premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.



#### 4) DSL responsibilities *(in conjunction with DSL role description in KCSiE)*

In addition to the role of all staff and the senior management team, the DSL will:

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the student at more risk.
- Assist the Governing Body in fulfilling its safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the DDSL are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a student to the DSL and concerns about an adult to the Principal.
- Ensure whole College training occurs regularly, with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the College outside the agreed training schedule receive induction prior to commencement of their duties.
- Keep records of child protection concerns securely and separately from the main student file and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from student files) and in a timely fashion when a child transfers school or college.
- Ensure that, where a student transfers school or college and is subject to a child protection plan or is a child we care for, their information is passed to the new school or college immediately and that the child's social worker is informed. Consideration should be given to convening a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and information provided by OSCB to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement, and review procedures in the College that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSiE 2021
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and College and College leadership staff.
- Work alongside and liaise with the three Safeguarding Partners in line with Working together to Safeguard Children and NSPCC. [When to call the police guidance](#)

## **Annex 2**

### **Dealing with disclosures**

#### **All staff should ensure:**

A member of staff who is approached by a student should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals, to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the student.

Additional consideration needs to be given to students with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the responsibility to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the College premises at the time and have concerns about sending a student home.

### **Guiding principles: the seven R's:**

#### **Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

#### **Reassure**

- Reassure the student, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

#### **Respond**

- Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the student's) in any later prosecution in court
- Do not ask the student why something has happened.
- Do not criticise the alleged perpetrator; the student may care about him/her, and reconciliation may be possible
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a senior member of staff

#### **Report**

- Share concerns with the DSL as soon as possible, but no later than 24 hours later
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact MASH or Police immediately

#### **Record**

- If possible, make some very brief notes at the time, and record them electronically, as a statement, as soon as possible.

- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the student. If the student uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

### **Remember**

- Support the student: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

### **Review processes (led by DSL)**

- Has the action taken provided good outcomes for the student?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## **Annex 3**

### **Abuse and Neglect**

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of students who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

**All** college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

#### **Definitions and Indicators of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

### Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

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

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

### You should be concerned if the child or young person:

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

Link to OSCB guidance on physical abuse <https://www.oscb.org.uk/safeguarding-themes/physical-abuse/>

**Emotional abuse:** the persistent emotional maltreatment of a person such as to cause severe and adverse effects on the persons emotional development. It may involve conveying to a person 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 person 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 the person. 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 person from participating in normal social

interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing the person to frequently feel frightened or in danger, or the exploitation or corruption of children/young person. Some level of emotional abuse is involved in all types of maltreatment of a child/person, although it may occur alone.

### **Indicators of emotional abuse**

#### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor academic performance
- Speech disorders, particularly sudden disorders or changes.

#### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

#### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

#### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Link to OSCB guidance on emotional abuse <https://www.oscb.org.uk/safeguarding-themes/emotional-abuse/>

Link to OSCB guidance on Domestic Abuse <https://www.oscb.org.uk/safeguarding-themes/domestic-abuse/>

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education see ANNEX 4.

#### **Characteristics of child sexual abuse:**

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

Most people who sexually abuse children are men, but some women sexually abuse too.

#### **Indicators of sexual abuse**

##### **Physical observations**

- Damage to genitalia, anus, or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

##### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity. Inexplicable decline in academic performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour

- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed

Link to OSCB guidance on sexual abuse <https://www.oscb.org.uk/safeguarding-themes/sexual-abuse/>

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

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

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

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Link to the OSCB guidance on Neglect and toolkit : <http://www.oscb.org.uk/safeguarding-themes/neglect/>

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

**Indicators of neglect**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The OSCB childcare and development checklist/toolkit provides a more detailed list of indicators of neglect and is available to all staff

#### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food

### **Annex 4**

#### **Peer on peer abuse**

**All** staff should be aware that students can abuse other students (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals.

**All** staff should be clear as to the College's policy and procedures with regards to peer-on-peer abuse and all staff are responsible for challenging such behaviour. Staff should report any concerns regarding



possible peer-on-peer abuse to the DSL. Our College uses the OCC Peer on Peer guidance - [https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/practitioner\\_toolkit.page](https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/practitioner_toolkit.page)

### **Sexual violence and sexual harassment between children**

There is concern nationally relating to a culture of misogyny and sexual harassment in many schools and the DfE and Ofsted have reviewed school procedures. As a response, all school/colleges should include a statement on the school's website that gives information on reporting concerns or abuse using the new Government helpline and email address. Schools/colleges should have clear mechanisms for students to report concerns within school that are signposted and prevalent.

Part 5 of the statutory guidance in Keeping Children Safe in Education 2021 sets out how our College will manage reports of child-on-child sexual violence and harassment. That part of the guidance also links through to a further Department for Education (DfE) advice document from September 2021: **'Sexual violence and sexual harassment between children in schools and colleges'**. This document is read and understood by DSLs and referred to as needed, particularly if a report of child-on-child sexual violence or sexual harassment is made.

If a report is made, the designated safeguarding lead will lead how the report is dealt with, given the high-profile nature of the report. This will be in liaison with the Principal. Where the DSL is unavailable, a Deputy DSL will lead. On a case-by-case basis, there will be consideration made as to the gender of the DSL or Deputy, so that the victim feels comfortable with how the investigation is managed.

When it comes to action to manage the report, the needs and wishes of the victim will take centre stage. Considerations should include how the investigation proceeds and what support the victim requires. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up. Please see the College Sexual Violence and Harassment policy for more information.

Where a report of rape, assault by penetration or sexual assault is made, children's social care and the police will be informed. Before doing so, this will be discussed with the victim and, if appropriate, their parents/carers, explaining why it is important for other agencies to know and how these agencies will be able to support the victim. Other allegations will be managed within the College and/or with support from children's social care providers.

The guidance and the DfE advice and the College Sexual Harassment and Sexual Violence policy sets out the steps the College will take to manage the students involved, including risk assessments, separating the students in lessons, investigating the report, and supporting the victim and alleged perpetrator

Our College also uses the Stop Now tool.

<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/how-to-tell-if-a-childs-sexual-behaviour-is-age-appropriate/>

<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

"The tool uses a traffic light system to categorize the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour"

### **Sexting / Youth Produced Sexual Imagery (YPSI)**

Sending sexual messages or sexually explicit pictures of yourself to someone you know might seem harmless, but according to sexual health and wellbeing charity Brook, some young people feel under pressure to swap personal pictures and messages because they think everyone else is doing it. However, research shows they are not and sometimes sexting can be harmful. For anyone under the age of 18 years it is illegal, even if the participants agree to it.

Once you hit "send", the message or picture is out of your hands. It could be seen by anyone, including your friends, family or total strangers. If you send or upload a picture and then regret doing it, there's no guarantee you can get it removed. Even if it can be deleted, it could already have been copied. Similarly, if you send a picture or video to someone but then ask them to delete it, they might not want to, may not know how to, or might already have shared it with other people or saved it elsewhere. Sexts shared with other people or uploaded on to websites without their permission is a form of cyberbullying. It can lead to threats being made – for example, your family will be shown the pictures if you do not send more images. At its most extreme this is sometimes known as "sextortion" Staff who suspect or know that a student is participating in YPSI must report their concerns to the safeguarding team.

### **Annex 5**

#### **Online Safety**

For full details please see our e-safety policy.

- It is recognised by Oxford Sixth Form College that the use of technology presents challenges and risks to children and adults both inside and outside of College.
- The DSL has overall responsibility for online safeguarding within the College.
- Oxford Sixth Form College identifies that the issues can be broadly categorised into three areas of risk:
  - **content:** being exposed to illegal, inappropriate or harmful material
  - **contact:** being subjected to harmful online interaction with other users
  - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2021.
- Oxford Sixth Form College recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2021 has appropriate policies in place that are shared and understood by all members of the College community. Further information about specific approaches relating to this can be found in the Colleges e-Safety Policy which can be found in T Drive/Policies and Handbooks, or on the College website.
- As schools and colleges increasingly work online, it is essential that students are safeguarded from potentially harmful and inappropriate online material Oxford Sixth Form College will ensure that appropriate filtering and monitoring systems are in place when students and staff access College systems and internet provision.

- Oxford Sixth Form College acknowledges that whilst filtering and monitoring is an important part of College's online safety responsibilities, it is only one part of our approach to online safety. Students and adults may have access to systems external to the College control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- Oxford Sixth Form College acknowledge where students are being asked to learn online at home the department has provided advice to support schools and colleges do so safely.

Oxford Sixth Form College will ensure a comprehensive whole College curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider College community (including all members of staff) to become aware and alert to the need to keep young people safe online.

## **Annex 6**

### **Safeguarding issues**

All staff should have an awareness of safeguarding issues which can put children and young people at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can put children and young people in danger.

### **Mental health**

Within our College, we aim to promote positive mental health and wellbeing for our whole community (students, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. We recognise that children and young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children and young people will have varying mental health during their College career. However, some face significant life events which can seriously impact their emotional wellbeing and can include mental illness.

The Department for Education (DfE) recognises that: "Schools have a role to play in supporting the mental health and wellbeing of children" (Mental Health and Behaviour in School, 2018). Schools and colleges can be a place for all students to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

Schools and colleges are also a place of respite from difficult home lives and offers, positive role models and relationships, which are critical in promoting the wellbeing of all young people.

The role of our College is to ensure that students can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. The College also has a role to ensure that students learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

### **Self-Harm**

One in ten teenagers' self-harm. The rates in the UK have been increasing and are now among the highest in Europe.

The most common types of self-harm are self-cutting and self-burning. But, eating disorders, like anorexia, binge-eating or drinking and self-induced vomiting are also types of self-harm. There are other actions classified as self-harm such as hitting solid objects, head banging, deliberate poisoning, self-biting, hair pulling and cutting, overdosing, picking wounds so they don't heal, the ingestion of foreign objects and deliberate limb breaking.

Self-harmers use violence to the self as a means of coping with intense emotional trauma, pain, or distress. It is far more likely to affect younger people, but can occur in any age group, and increasingly self-harm is showing up among the elderly.

If you notice any physical signs of self-harm, indicators that someone might be self-harming, or a student discloses that they are self-harming please contact one of the safeguarding team members.

### **Serious violence**

All staff should be aware of indicators, which may signal that students are at risk from, or are involved with 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 or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that students have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults: county lines guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### **Fabricated Illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

FII is also known as 'Munchausen's syndrome by proxy' (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a mother or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes and/or
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances.

If you suspect that someone you know may be fabricating or inducing illness in their child, you shouldn't confront them directly, please let one of the Designated Officers know immediately.

### **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim

humiliation, distress, or alarm. It is now a criminal offence, and the perpetrator can face a sentence of up to 2 years in prison. Anyone of any gender can be a victim.

### **So-called ‘honour-based’ Abuse (including Female Genital Mutilation and Forced Marriage)**

So-called ‘honour-based’ Abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a student being at risk of HBA, or already having suffered HBA.

### **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 is a form of child abuse with long-lasting harmful consequences.

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to 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.

### **Contextual safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between students outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and students can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children’s social care assessments should consider such factors, so it is important that the College provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Link to OSCB guidance on contextual safeguarding <https://www.oscb.org.uk/safeguarding-themes/contextual-safeguarding/>

### **Missing Persons**

The definition of ‘missing’ is:

‘Anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be subject of crime or at risk of harm to themselves or another’.

It is important not to mix up missing and absent, the definition of **'absent'** is:

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

The Missing Persons policy sets out the steps that must be taken in the event a child or young person is missing from their accommodation or the College. If you are concerned that a child or young person is 'missing' you should contact the DSL immediately. If they are unavailable, you must contact a member of the Senior Management Team.

See: Missing Student Policy for details on what to do if you believe a student is missing.

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of our College unauthorised absence and children missing from education procedures.

### **Child sexual exploitation and child criminal exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

### **Some of the following can be indicators of CCE:**

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **The above CCE indicators can also be indicators of CSE, as can:**

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Link to OSCB guidance on CSE <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/> and the CSE screening tool <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf>

Link to OSCB guidance on child criminal exploitation <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

Government Guidance:

[Child sexual exploitation: guide for practitioners](#)

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] 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, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and college), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a student is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act) Further information can be found in KCSIE 2021 ANNEX B.

### **Initiation/hazing type violence and rituals**

Hazing is a strictly forbidden practice in the College and could be considered as gross misconduct under the Promoting Good Behaviour Policy.

Hazing refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group including a new fraternity, sorority, team, or club.

Behaviours that have the potential to cause emotional anguish or physical discomfort in order to feel like part of the group are known as 'Harassment hazing'. It can be viewed as confusing, frustrating, and/or causing undue stress for new members/aspirants. (Some types of harassment hazing can also be considered violent hazing). Examples include, but are not limited to the following:

- Verbal abuse, including berating of individuals
  - Threats or implied threats
  - Asking new members to wear embarrassing or humiliating attire
  - Stunt or skit events with degrading, crude, or humiliating acts
  - Expecting, requesting, or demanding new members/rookies to perform personal service to other members such as carrying books, running errands, cooking, cleaning, etc.
  - Sleep deprivation
  - Sexual simulations or stimulations
  - Expecting new members/rookies to be deprived of maintaining a normal schedule of bodily cleanliness.
  - Demanding or expecting new members/rookies to harass others
- 'Violent hazing' are behaviours that have the potential to cause physical and/or emotional or psychological harm or trauma. Examples include, but are not limited to the following:
- Forced or coerced alcohol, or any other drug consumption
  - Beating, paddling or other forms of assault or blunt-force trauma including striking with fists or any other objects
  - Branding
  - Forced or coerced ingestion of vile substances or concoctions
  - Burning
  - Water intoxication or over-consumption of food or other substance
  - Expecting abuse or mistreatment of animals
  - Public nudity
  - Expecting or demanding or assignment of activities that would be illegal (e.g., shoplifting) or unlawful or might be morally offensive to new members/initiates
  - Forced or required conduct that could embarrass or adversely affect the dignity of the individual
  - The intentional creation of clean-up work or labour for new members/initiates by other members
  - Bondage
  - Abductions/kidnapping/holding against one's will
  - Forced exposure to cold weather or extreme heat, regardless of appropriate protection
  - Participation in physical activities such as calisthenics, exercises or other so-called games

### **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) 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 the College 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; and,
- 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 student in this area, the designated safeguarding lead (or a deputy), should 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 on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), '[NSPCC-when to call the police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a student's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm

**Further information around safeguarding issues can be found in KCSiE 2021 ANNEX B and on the OSCB website.**

### **Annex 7**

#### **Staff Induction, awareness and training**

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2021) which covers safeguarding information for all staff. College leaders will read the entire document. Further information regarding the guidance and requirements can be found in KCSiE 2021.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the College's internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the College's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- The DSL and Principal will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

- Although the College has a nominated lead for the governing body, Jonathan Cuff, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## **Annex 8**

### **Contacts/links**

MASH	<b>0345 050 7666</b>	<a href="http://www.oscb.org.uk/concerned-about-a-child/">http://www.oscb.org.uk/concerned-about-a-child/</a>
Out Of Hours Emergency Duty Team	<b>0800 833 408</b>	
LCSS North	<b>0345 2412703</b>	<a href="mailto:LCSS.North@oxfordshire.gov.uk">LCSS.North@oxfordshire.gov.uk</a>
LCSS Central	<b>0345 2412705</b>	<a href="mailto:LCSS.Central@oxfordshire.gov.uk">LCSS.Central@oxfordshire.gov.uk</a>
LCSS South	<b>0345 2412608</b>	<a href="mailto:LCSS.South@oxfordshire.gov.uk">LCSS.South@oxfordshire.gov.uk</a>
Designated Officer Team (LADO) Jo Lloyd	<b>01865 810603</b>	<a href="mailto:Lado.safeguardingchildren@oxfordshire.gov.uk">Lado.safeguardingchildren@oxfordshire.gov.uk</a> or <a href="mailto:Jo.lloyd@oxfordshire.gov.uk">Jo.lloyd@oxfordshire.gov.uk</a>
Police: Emergency Non-emergency	999 101	
OSCB		<a href="http://oscb.oxfordshire.gov.uk">oscb.oxfordshire.gov.uk</a>

Information sharing advice: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

What to do if you are worried a child is being abused:  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

NSPCC: <https://www.nspcc.org.uk/>

Whistleblowing guidance: <https://www.gov.uk/whistleblowing>

MASH leaflet for parents:  
<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/socialandhealthcare/childrenfamilies/MashLeafletForParents.pdf>

When to call the Police by the National Police Chiefs Council – NPCC:  
[When to call the Police](#)

## **Appendix A**

### **Preventing Extremism and Radicalisation**

#### **Introduction**

Preventing Extremism and Radicalisation is one element within our overall arrangements to Safeguard and Promote the Welfare of all students in line with our statutory duties set out at Keeping Children Safe in Education, 2021.

This Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the BIS Guidance The Counter – Terrorism and Security Bill: Prevent Duty for Colleges March 2015, Keeping Children Safe in Education 2021, Working Together to Safeguard Children 2018, DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

#### **Ethos and Practice**

The following accepted Governmental definition of extremism is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our College, whether from internal sources — students, staff or governors, or external sources - college community, external agencies or individuals. Our students see the college as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

Oxford Sixth Form College recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern. We also recognize that if we fail to challenge extremist views, we are failing to protect our 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.

Therefore, we will provide a broad and balanced pastoral curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Disciplinary Policy for students and the Professional Conduct for staff.

As part of wider safeguarding responsibilities College staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of College, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental/agent reports of changes in behaviour, friendship or actions and requests for assistance.
- Local authority services, police reports of issues affecting students in other colleges, universities, schools or other settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-western or Anti-British views.

The College will closely follow any locally agreed procedure as set out by the Local Authority and/or Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

"British Values" are considered to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a College we aim to develop and nurture these by:

- Developing the content and influence of the PSHE and Super Curricular programmes with students, enabling a growing understanding of the political, moral, social and religious issues that can lead to extremist ideologies and avoiding its development (looking at Democracy, Freedom, and the rule of law, Human Rights and responsibilities).
- Effective and well-managed Student Voice enabling students to actively participate in the democratic process.
- Embedding and contextualising British Values across the curriculum.
- Having a clearly communicated and consistently applied the Disciplinary Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a college community built on mutual respect and understanding.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our College community.
- Having a rigorous commitment to student safety (for example: Off-site Activities Policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures).

### **Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences.

This will be achieved by good tutoring, opportunities or debate, but also by adopting the methods outlined in the Government's guidance; DfE 'Teaching approaches that help build resilience to extremism among young people' (2011).

We will ensure that all our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student-centered approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our College so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our college approach to Equality and Diversity.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Open discussion and debate
- Tutorial times
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy.

We will also work with local partners, families and communities in our efforts to ensure our College understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered appropriate support and guidance. Additionally, in such instances our College will seek external support from the Local Authority working to prevent extremism.

The College will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

### **Channel Programme**

Channel is a voluntary, confidential support programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent

referrals may be passed to a multi-agency Channel panel, who will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the College may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. If you suspect or know that a student is being radicalized, drawn into extremism then you have a duty to report it to the Channel panel or Children's Services; via the MASH team (0345 050 7666).

### **Staff Training**

Staff Induction training encompasses the explanation and provision of:

College Safeguarding Policy  
 The Role of the DSL at the College  
 Staff Behaviour (as covered within the Staff Handbook and Tutor's Guide)  
 Student Behaviour  
 Children Missing Education  
 Part One of KCSIE

On-line safety at the College is also explained to staff during induction.

All of our staff will undergo online Prevent Awareness training to support them in identifying radicalisation and in understanding what steps they need to take to protect the children and families in our College. The link to the course below offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised, supporting terrorism or becoming terrorists themselves. <http://www.elearning.prevent.homeoffice.gov.uk>

- Prevent Referrals

This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate. <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

- Channel Awareness

This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

link to OSCB guidance on PREVENT <https://www.oscb.org.uk/safeguarding-themes/prevent/>