



BSix Brooke House Sixth Form College

BSix Safeguarding and Child Protection Policy

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Forms part of staff terms and conditions	Yes / Ne
For publication on BSix website	Yes / Ne
For publication on staff policies sharepoint	Yes / Ne
Requires documented evidence of staff having read and understood this policy	Yes / Ne



Named Designated Safeguarding Lead(s)

Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead (DDSL)	Nominated Safeguarding Governors
Kishan Pithia Vice Principal Student Experience	Salma Asokomhe Welfare Officer Reaz Rahman Mental Health Lead	Steven Blackshaw Chair of Governors Martin Buck Chair of Standards Committee

Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager	Responsible for staff issues	Nominated Governor
Kishan Pithia Vice Principal Student Experience	Kevin Watson Principal	Steven Blackshaw Chair of Governors



Safeguarding Policy

1 COLLEGE MISSION AND VALUES

1.1 The mission of BSix is to develop in its students, and to demonstrate through its staff, the characteristic of being always 'open to learning'. It seeks to achieve this by means of a carefully tailored and suitably challenging individual programme, underpinned by consistently strong teaching, comprehensive support services and a wide range of enrichment opportunities, set within a safe and inclusive learning environment.

1.2 Introduction

1.3 Everyone at BSix College who comes into contact with students and their families have a role to play in safeguarding young people. College staff are particularly important in safeguarding and promoting the welfare of students as we are in a position to identify concerns early and provide help for them, to prevent concerns from escalating. We form part of the wider safeguarding system for students and will work with social care, the police, health services and others services to promote the welfare of our students and protect them from harm.

1.4 This policy applies to all adults, including volunteers, working in or on behalf of the College and provides information about the actions expected from all staff members, it will be updated annually and known to everyone working in the College and the governing body. It will be available to parents on request and via our website.

2 DEFINITIONS

2.1 Child: A person under eighteen years of age

2.2 Vulnerable Adult: A person, aged over 18 who is, or may be, in need of Community Care Services by reason of mental or other disabilities, age or illness, or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or exploitation. Examples of vulnerable adults are people with learning disabilities, mental health problems, the elderly, and people with physical disabilities.

2.3 Abuse: Abuse is behaviour towards a person that either deliberately or unknowingly cause a child or vulnerable adult harm or endangers their life or their human or civil rights. It can be passive, e.g. failing to take action to care for someone, or failing to raise the alert about abuse; or active, e.g. hitting, stealing or doing something that causes harm. Abuse can be a one-off or something that is repeated. Appendix 2 sets out definitions of abuse under the following headings.

- Physical
- Psychological/emotional
- Sexual
- Neglectful
- Financial/ material
- Institutional
- Discriminatory
- Significant harm
- Radicalisation
- Physical



- Sexual

3. Policy Statement

3.1 The College is committed to ensuring that all its students remain safe and free from harm and to playing a full and active part in the multi-agency response to child and vulnerable adult's protection concerns. This document sets out the College's position in relation to all aspects of the child and vulnerable adult protection process.

4. POLICY STANDARDS

4.1 There will be an annual report summarising how the policy has been met with key points to note. In addition, there is a Corporation safeguarding lead.

5. RESPONSIBILITIES

5.1 The person responsible for implementation of the policy is the Vice Principal Student Experience who is the Designated Lead for Safeguarding. Deputy Safeguarding Officers are: Salma Asokomhe and Reaz Rahman. Members of the safeguarding team are:

Simon Tracey – Head of SEND

Hafsa Ali - College Counsellor

Nadine Joseph – Manager for Student Support and Service

Ebrahim Sidat – Youth Safety Officer

Edie De Sousa – Youth Safety Officer

6. LEGISLATIVE FRAMEWORK

6.1 The College has a duty, under the Children's Act 1989, to promote and safeguard the welfare of children under the age of 18. It also has a duty, under the Protection of Vulnerable Adults Scheme 2004, to promote and safeguard the welfare of vulnerable adults. The Education Act 2002 requires governing bodies for colleges to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

7. SCOPE OF THE POLICY

7.1 This policy applies to all staff (including governors employed by the College, temporary staff, agency workers and volunteers), learners and employers. All have a legal responsibility to take seriously any concerns about a child or vulnerable adult that come to their attention and follow the procedures given.

7.2 placement providers and subcontractors must be informed of this Policy and deal with any concerns reported to them by contacting one of the Designated Safeguarding Officers with responsibility for Safeguarding in College.

7.3 It is not the College's responsibility to investigate abuse. Nevertheless, it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take any necessary action. Hence all concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead in the absence of the designated person prior to any discussion with parents.



8. Statutory guidance

8.1 This policy is in line with statutory guidance for school and colleges Keeping children safe in education; Statutory guidance for schools and colleges 2023.

8.2 Keeping children Safe in education; Statutory guidance for schools and colleges – Part 1: Information for all school and college staff 2023 - **All staff must read and follow the statutory guidance for schools and colleges.**

8.3 Working together to safeguard children; A guide to inter-agency working to safeguard and promote the welfare of children 2018

8.3 What to do if you're worried a child is abused; Advice for practitioners 2015

9. GUIDANCE AND PROCEDURE FOR STAFF

- The College will promote a positive, supportive and secure environment where students feel safe and valued.
- It is the policy of this College to work with the local Area Child Protection Committee (ACPC), the police, social services and any other relevant statutory bodies whilst always placing the welfare of the student at the centre of any action taken.
- Any member of staff receiving a complaint or allegation or who has suspicions that abuse is taking place will follow the procedures for reporting the incident.

9.1 Information about safeguarding students

Through Progress Review sessions and other curriculum opportunities, students are taught to understand and manage risks they may encounter during College life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about e-safety and bullying procedures and also taught how to conduct themselves and behave in a responsible manner.

All students must know there is Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is; that they have a right to speak to this member of staff (**See Appendix 2**). They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.

9.2 College staff must report

- Any suspicion that a student is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a student may have suffered harm;
- Any concerns that a student may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a student is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a student's presentation, including non-attendance;
- Any hint or disclosure of abuse about or by a student / young person;
- Any concerns regarding person(s) who may pose a risk to young people (e.g. living in a household with children present);
- Information which indicates that the student is living with someone who does not have parental responsibility for them for a period of more than 28 days (Private Fostering);



9.3 Responding to disclosure

Disclosures or information that a young person has been harmed may be received from students, parents or other members of the public. BSix College recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the Designated Safeguarding Lead in order that they can make an informed decision of what to do next.

9.4 All staff will:

- Listen to and take seriously any disclosure or information that a student may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Give the student first aid, or medical attention, if necessary
- Make a written record of what the young person has said on Pro Monitor (See Appendix 3);
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the young person;
- Explain sensitively to the child or young person that they have a responsibility to refer the information to the Designated Safeguarding Lead;
- Reassure and support the young person as far as possible;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next and that the student will be involved as appropriate.

9.5 Deputy Designated Safeguarding Leads (DDSL) will:

- Receive and acknowledge all initial safeguarding referrals within 24 hours.
- Assess and allocate referrals to a safeguarding officer for investigation and action
- Monitor and ensure follow-up records are accurate and produced in a timely manner, which normally, would be within 5 working days, unless the referral is complex and requires multi-agency working.
- Notify the Department of Education (as set out in paragraph 8.9 of the Conditions of Funding) of any safeguarding referrals pertaining to i) sexual violence ii) an allegation of abuse made against a member of college staff

10. Confidentiality

The College operates with regard to Information Sharing: Advices for practitioners providing safeguarding services to children, young people, parents and cares 2018 and have clear confidentiality procedures (**See Appendix 4**). However, where there is a concern that the student may be suffering or is at risk of suffering significant harm, their safety and welfare must be the overriding consideration.

The College will ensure:



- Information is shared with Social Services and/or Police where the young person is or may be at risk of significant harm;
- Students and/or parent's confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

11. Student Information

In order to keep young people safe and provide appropriate care for them, BSix requires accurate and up to date information (logged securely in the confidential area of Pro-Monitor) regarding:

- Names and contact details of persons with whom the student normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Any relevant court orders in place including those, which affect any person's access to the student (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the student is or has been subject to a child protection or care plan;
- Name and contact detail of GP;
- Any other factors which may impact on the safety and welfare of the student.

12. Working in partnership with parents/carers

Whilst we may, on occasion, need to make referrals to social services without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect young people. Students will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why; we will endeavour to preserve the privacy, dignity and right to confidentiality of the student and parents. The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child.

BSix shares a purpose with parents and carers to keep young people safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a student.

The College will, in most circumstances, endeavour to discuss all concerns with parents and carers about their child. However, there may be exceptional circumstances when the College will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection Procedures). BSix will aim to maintain a positive relationship with all parents and carers.

13. Safeguarding Issues

Online Safety

The breadth of issues classified within online safety is considerable, but can be 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.



We recognise that our students use mobile phones and computers regularly. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies for harm. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by students via emails and texts will be treated as seriously as any other type of bullying and will be managed using the college's behaviour and attitudes policy.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour. Some students will undoubtedly 'chat' on mobiles or social networking sites at home and we will encourage parents to consider measures to keep their young person safe when using social media.

Filtering and Monitoring

BSix has a duty to limit children's exposure to harmful online content and to provide a safe environment in which to learn. BSix will block harmful and inappropriate content without unreasonably impacting teaching and learning. BSix has an IT Firewall which filters and monitors harmful content. The IT Manager is responsible for effective implementation of the Firewall in line with the college's cyber security policy. Monitoring of harmful content is reviewed by the IT Manager monthly with reports and recommendations shared with SLT termly.

Child Sexual Exploitation and Child Criminal Exploitation (CCE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

If, as a College, we are concerned a young person is being sexually exploited we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.



If, we as a College, are concerned we will follow the procedures set out in this document and make reference to the guidance provided by CHSCB.

Where a member of staff discovers that an act of FGM appears to have been carried out on a student who is aged under 18, there is a statutory duty upon that individual to report it to the police.

FGM Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage) (www.gov.uk)

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.



Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Child-on-child abuse

All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, 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 (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

If, as a College, we are concerned a young person is being subjected to child-on-child abuse, we will follow the procedures set out in this document and make reference to the guidance provided in the Keeping Children Safe in Education 2023 Part 5 (See Appendix 10)

Serious Violence

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

If, as a College, we are concerned a young person is being subjected to acts of serious violence, we will follow the procedures set out in this document and make reference to the guidance provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.



Preventing Radicalisation and Extremism

We as a College will fulfil our responsibilities under the Prevent duty, it is essential that staff are able to identify young people who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting young people from the risk of radicalisation is seen as part of Colleges' wider safeguarding duties and is similar in nature to protecting young people from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build student' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop students from debating controversial issues. On the contrary, BSix will provide a safe space in which young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We are also mindful of the risk of young people being exposed to extremist materials via the Internet.

Counter Terrorism and Security Act 2015 - Duty on certain bodies, including schools, to have "due regard to the need to prevent people from being drawn into terrorism." (The "prevent" duty.) See Appendix 6

For further information on Prevent, **see BSix Prevent Guidance: Appendix 6.**

14. Photography and images

The vast majority of people who take or view photographs or videos of young people do so for entirely understandable and acceptable reasons. However, some people abuse children and young people through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the student's first name with an image;
- Ensure students are appropriately dressed;
- Encourage students to tell us if they are worried about any photographs that are taken of them.

15. Absent from Education

A young person absent from education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

We will refer all cases of concern to Social Services and to the Safer Schools Officer where the college's unauthorised absence procedures have not been followed by the young person.



16. Young people who harm others

BSix recognises that the harm caused to young people by the harmful and bullying behaviour of their peers can be significant. Such young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This College recognises that young people who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves. Where a young person has caused significant harm to another, through sexual abuse or serious physical or emotional abuse, the College will make separate referrals to Social services for the victim(s) and perpetrator(s).

The London Borough of Hackney have produced [guidance regarding Multi-agency Planning \(MAP\) Meetings for children and young people who present a risk of demonstrating harmful sexual behaviour.](#)

BSix will be mindful of the sections in the [London Child Protection Procedures concerning 'Harming Others' and 'Sexually Active Children'](#) and work closely with social care, the police and other agencies following a referral.

17. Young people with special educational needs and disabilities

Young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with [research suggesting](#) that SEND students can be up to four times more likely to be abused due to additional vulnerabilities. As a College we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of young people. These can include:

1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration;
2. The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
3. Communication barriers and difficulties in overcoming these barriers.

18. Further Information on Safeguarding Issues

Safeguarding also encompasses issues such as student health and safety, bullying, arrangements for meeting the medical needs of young people providing first aid, College security, drugs and substance misuse, gang related activity and promoting positive behaviour. Determining the most appropriate agency to consult with or refer to should be made by referring to the Children and Young People's Services Resource Guide for Professionals.

19. Providing a safe and supportive environment

BSix has a legal duty of care for the health, safety, and security of all students.

19.1 External Visitors

To have in place a clear protocol and procedure for the admittance of external visitors to the College which is understood by all staff, stakeholders, visitors and parent /carers. Staff inviting external visitors to the College must exercise due diligence in vetting them; this should include requiring any



resources that will be presented to be submitted in advance. Visitors to BSix are required to report to reception first and state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request. Visitors are required to use the Visitor's Kiosk to sign in. All visitors are required to wear an identification badge, the badge must remain visible throughout their visit. Their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on an Approved Visitor List.

19.2 Student personal safety

Students are responsible for managing their safety and the safety of others. If they have any concerns they are to notify a member of staff immediately. They can also contact the Safeguarding team by emailing safeguarding@bsix.ac.uk

All students are expected to:

1. Be identifiable and wear their College ID at all times
2. Be purposeful and do not hang around outside the College gates
3. Be responsible and go straight home after leaving the College
 1. Be vigilant and never allow non-students to access the College premises
 2. Be respectful to each other and all staff members
 3. Be respectful and considerate of our neighbours

19.3 Extended College and Off-Site Arrangements

If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and or other activities, we will check that effective safeguarding arrangements are in place. We also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the College's Risk Assessment protocol.

19.4 Safer recruitment and selection

BSix College pays full regard to the statutory guidance for schools and colleges; Keeping Children Safe in Education (2022) – Part Three: Safer Recruitment. We ensure that all appropriate measures are applied in relation to everyone who works in the College and who is therefore likely to be perceived and experienced by the young person as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).

See Appendix 7: Flowchart of Disclosure and Barring Service criminal record checks and barred list checks.

In line with statutory changes, underpinned by regulations, the following will apply:

1. DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;



2. This College is committed to keeping an up to date Single Central Record detailing a range of checks carried out on our staff;
3. All new appointments to our College workforce who have lived outside the UK will be subject to additional checks as appropriate;
4. Our College ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
5. Identity checks are carried out on all appointments to College workforce before the appointment is made, in partnership with the Local Authority (LA);
6. Candidates will be notified that the college may conduct online searches as part of pre-recruitment checks
7. Staff responsible for recruiting and appointing is suitably qualified.

19.5 Safe Practice

Our College will comply with the current Guidance for Safer Working Practice for Adults who work with Children and Young People and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;
- Discuss and/or take advice from school management over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;
- Be aware of information-sharing and confidentiality policies;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

19.6 Positive Handling

College staff, including volunteers, are empowered to physically restrain students with 'reasonable force' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder.

College staff will familiarise themselves with the Department for Education's guidance Use of Reasonable Force and follow the College's Behaviour Policy and Positive Handling Policy. BSix will offer training to staff in appropriate use of physical intervention and/or restraint.

20. Professional relationships between staff and students



The College recognises that in a healthy working environment, staff (teaching & support) & students will form mutually rewarding personal relationships. Indeed the college encourages this. However, in order to protect staff & students, the boundaries of personal & professional life must be fully recognised and respected.

All adults working with young people are in positions of trust as a result of the authority invested in their role. This cannot be a relationship of equals. Appropriate professional boundaries must be maintained.

Whilst encouraging a mature and profitable relationship between staff and students, it is important to recognise that there are boundaries that cannot be crossed. Staff and current students cannot be friends in the true sense of that word. Any relationship other than a professional one is totally unacceptable.

Any relationship of a romantic or sexual nature is totally unacceptable. Such a relationship could cause very serious disruption and result in legal action being taken against the member of staff concerned and / or the college. BSix Sixth Form College has a rigid policy of fully assisting the Police with any enquiries pertaining to the college or members of it.

20.1 Disclosure of staff/student relationship

In the event of a relationship developing with a student, the member of staff concerned is required to declare this to the Principal immediately.

Once the declaration has been made, the DSL, Principal and Chair of Governors should determine the appropriate action to be taken, ensuring that the member of staff concerned is not involved in any way in the teaching, supervision or invigilation of the student concerned. The DSL, Principal or Chair concerned must ensure that the parents and, LADO are informed of what has transpired. In addition measures must be taken to minimise the effect of any known situation within the staff and students of the college. Any press contact is dealt with solely by the Principal or the Chair of Governors.

Personal contact details should never be given to a student at the college unless the need to do so is agreed with a member of the Senior Management Team.

20.2 Infatuations

Occasionally infatuations towards a member of staff develop on the part of a student. Due to the sensitive nature of such a situation a member of staff who becomes aware of an infatuation must make every effort to remain above reproach and must discuss the situation with a senior manager as soon as possible. It may become necessary to discuss the matter with the student's parents or carer in order to avoid any hurt, distress or embarrassment. The member of staff concerned should avoid any situation where they are left alone with the relevant student.

20.3 Sexual Contact

Intimate or sexual relationships between young people and the adults who work with them is a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable. Any sexual activity between an adult and a young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action.

20.4 Social Contact

In a Sixth Form College situations arise where members of staff find themselves in social situations with students, e.g. on a residential or day trip. It is important to maintain the usual accepted standards



of behaviour between staff & students and to abide by any relevant legal framework. Apart from these situations, staff should endeavour to avoid such social interaction to avoid matters being misconstrued. Where social contact is an integral part of work duties, care should be taken to maintain appropriate personal & professional boundaries.

20.5 Physical Contact

Certain jobs within the college and certain specific situations may require entirely appropriate physical contact between a member of staff and a student, e.g. First Aiders, Sports staff being obvious examples. However, it is crucial that that in all circumstances, adults should only touch young people in ways which are appropriate to their professional or agreed role and responsibilities.

20.6 Behaviour management and physical contact

Students have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Staff should not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards a student is not acceptable in any situation. Any physical contact is prohibited unless there is a direct and present danger to someone in the vicinity. Even in these circumstances restraint must be measured. Corporal punishment is illegal. Where a member of staff suspects that a student is in possession of a weapon or an illegal substance, a senior manager should be called who will then take control of the situation. Please refer to the Behaviour Policy and Positive Handling Policy.

20.7 Professional judgement

Professional judgement is key in every situation and being specific about the appropriateness of each physical contact is difficult as circumstances change according to age, gender, cultural background. When trying to calm a distressed student, a member of staff should comfort the student in an age & gender-appropriate manner. Where frequent physical contact is necessary, e.g. with certain disabled students, the prerequisite protocols will be included in the Care Plan and the member of staff concerned will have received the appropriate training. Intimate care will only be carried out by trained members of the Care Team. Staff administering First Aid, need to be sensitive to the privacy and feelings of the student concerned. Another adult should be made aware of the administration of any First Aid. Parents must be informed of the administration of First Aid.

20.8 One-to-one situations

These occur regularly for all staff and every effort must be made to avoid either the member of staff or the student starting to feel ill at ease or vulnerable. When a member of staff feels that One-to-One situations are inappropriate with a particular student, they should inform their Line Manager who will ensure that the member of staff is not left alone with the student if this is at all possible.

21 Roles and Responsibilities

21.1 Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

Following any information raising concern, the Designated Safeguarding Lead will:

1. Consider the student's wishes and feelings, but not promise confidentiality;
2. Consider any urgent medical needs of the student;
3. Make an immediate referral to Multi Agency Safeguarding Hubs (MASH) or appropriate agency if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the safety and well-being;



4. Consult with a member of MASH if they are uncertain whether or not a referral is required or review action when a young person has suffered or is likely to suffer harm. In consultation with MASH decide:
 - Wherever possible, to talk to parents, unless to do so may place a young person at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
 - Whether to make a child protection referral to social services because a student is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
 - Contact the designated officer for safeguarding in another agencies if that agency is working with the family;
 - Refer cases of suspected abuse or allegations to Children’s Social Care and maintain a record of all referrals;
 - Act as a source of support, advice and expertise within our school and have access to the online London Child Protection Procedures;
 - Liaise with the Principal to inform them of any issues and on-going investigations and ensure there is always cover for this role

OR

- Not to make a referral at this stage, but retain the information in written notes on the student’s file;
- If further monitoring is necessary agree who and how this will be undertaken;
- If it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care for students living in Hackney needs to be completed using the MASH REFERRAL FORM (Appendix 8)

21.2 Action following a Child Protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

1. Maintain contact with the child’s allocated Social Worker;
2. Contribute to the Strategy Discussion and Strategy Meeting;
3. Provide a report for, attend and contribute to any Initial and Review Child Protection Conference;
4. Share the content of this report with the parent, prior to the meeting;
5. Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan;
6. Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child’s Social Worker

21.3 Safeguarding knowledge

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children’s social care
- Have knowledge of the CHSCB Escalation Policy, the Designated Officer (DO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school’s safeguarding policy;



- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years

21.4 Raising Awareness

- Ensure the Safeguarding and Child Protection Policy is updated and reviewed annually and work with the Governing Body regarding this;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the young persons protection file is copied for the new establishment in a timely manner and transferred to the new establishment separately from the main pupil file, as well as ensure the pupil's Social Worker is informed.

21.5 College Training and Staff Induction

The College's Designated Safeguarding Lead and Governor with designated responsibility for safeguarding will undertake child protection training for Designated Safeguarding Leads and refresher training at two yearly intervals.

All other College staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly. BSix will maintain a register of who has undertaken what training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the College's safeguarding policy and informed of safeguarding arrangements on induction. BSix will maintain a register of who has received this information and when.

21.6 Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead (DSL) and their deputy). The DSL will be supported by the nominated governor and mentoring arrangement with other professional experts. The DSL will know how to access the online London Child Protection Procedures, be aware of the CHSCB's work and policies alongside Hackney Learning Trust's guidance.

If you are not sure whether or not to make a referral to Children's Social Care, you can contact the Children's Social Care's MASH Team to discuss your concerns on **020 8356 5500** during office hours and **0208 356 2710** out of hours. **See Appendix 9 – Key Contacts**

21.7 Our Governing Body will ensure that:

- BSix has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- The College operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with students;
- The College follows the London Child Protection Procedures; General Data Protection Regulations 2018 (GDPR) and the statutory guidance Keeping Children Safe in Education 2018 for dealing with allegations of abuse against staff and volunteers;



- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- There is a named Governor lead for safeguarding;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Principal;
- Where services or activities are provided on the College premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding young people and liaises with the College on these matters where appropriate;
- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.

21.8 Our Principal will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. Child Protection Conferences and Core Group meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to a student, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy;
- All students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
 - They have completed Safer Recruitment training;
 - The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
 - Operate the procedure for managing allegations effectively and refer relevant concerns to the Designated Officer (DO);
 - That anyone who has harmed or may pose a risk to a student is referred to the DBS;
 - A senior manager is appointed to deal with allegations against staff in the absence of the Principal

21.9 All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns.

22. Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a young person. The CHSCB Escalation Policy defines the process for resolving such professional difference and should be read alongside the London Child Protection Procedures and relevant internal policies on escalating matters of concern.



Disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

Where professionals consider that the practice of other professionals is placing a young person at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of individual young people is the paramount consideration in any professional activity;
- Resolution should be sought within the shortest timescale possible to ensure the child is protected;
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest);
- Disagreements should be resolved at the lowest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children's Social Care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
- Contact the line manager in Children's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;
- Use the [CHSCB Escalation Policy](#) if this does not resolve the concern.

23. Allegations regarding person(s) working in or on behalf of the College (including volunteers)

[Keeping Children Safe in Education \(2023\) – Part Four: Allegations of abuse made against teachers and other staff](#)

23.1 Staff allegations

Where an allegation is made against any person working in, or on behalf of, the College that he or she has:

- Behaved in a way that has harmed a young person or may have harmed a young person;
- Possibly committed a criminal offence against or related to a young person;
- Behaved towards a student in a way that indicates he or she would pose a risk of harm if they work regularly or closely with the young person;

The DSL will make a referral to the Local Authority Designated Officer (LADO).

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All College staff will maintain a culture of



vigilance based on the notion that 'it could happen here'. Staff are expected to maintain highly professional behaviours and appropriate professional boundaries at all times in line with the Code of Conduct. Staff will be encouraged to use the Whistle Blowing Policy if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the College.

Organisations or Individuals using College Premises

BSix may receive an allegation relating to an incident that happened when an individual or organisation was using its premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the DSL will follow the safeguarding policies and procedures, including informing the LADO.

23.2 Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind;
- Make a written record of the information using the including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Principal or designated person (unless the allegation is against the Principal or designated person, in which case the Chair of Governors must be reported to).

23.3 Initial Action by the Principal

- Obtain written details of the concern or allegation, but do not investigate or interview student, adult or witnesses;
- Contact the Designated Officer (DO) within 1 working day;
- Discuss with the DO next steps using the LADO referral facility
- Inform the Chair of Governors of the allegation.

23.4 Subsequent Action by the Principal (or designated person)

- In consultation with the DO conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with the DO;
- Ensure clear and comprehensive records regarding the allegation, and action taken, and outcome are retained on the staff member's personnel file;
- Consider along with Human Resources and the DO whether a referral to the DBS should be made.



Appendix 1

Governing Bodies

Governing bodies and proprietors of all schools and colleges must also ensure that their safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures coordinated by City and Hackney Safeguarding Children Board (CHSCB).

Governing bodies and proprietors should ensure that a member of the governing body is nominated to liaise with the Local Authority and/or partner agencies on matters of child protection and in the event of allegations of abuse made against the Headteacher, Principal or Proprietor.

Governing bodies and Proprietors should appoint a member of staff to the school or college's leadership team to undertake the role of **Designated Safeguarding Lead (DSL)** and ensure there is always cover for this role. The Designated Safeguarding Lead will lead on all safeguarding and child protection issues and liaise with the Local Authority and work with other agencies in line with the statutory guidance Working Together to Safeguard Children 2018.

This document contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside statutory guidance Working Together to Safeguard Children 2015 which applies to all the schools referred to above, and departmental advice What to do if you are worried a child is being abused 2018: Advice for practitioners.

Part Two – The Management of Safeguarding:

- a) The management of effective safeguarding processes;
- b) The responsibility of governing bodies and proprietors in meeting the duty to safeguard and promote the welfare of children as defined in the relevant legislation.

Part Three – Safer Recruitment:

- The creation of a 'safer recruitment' culture and procedures that help deter, reject and identify people who might abuse children;
- Recruitment, selection and pre-employment vetting;
- Types of check;
- Pre-appointment checks;
- Definition of 'regulated activity'.

Part Four – Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors:

- Allegations of abuse made against teachers and other staff;
- Duties as an employer and an employee;
- Initial considerations when managing allegations;
- Communication with the Local Authority Designated Officer;
- Supporting those the allegation is made against through the process;
- Managing the situation and exit arrangements;
- Definitions to be used when determining the outcomes of allegations investigations;
- Specific actions.

Appendix 2



Your SAFEGUARDING team are:



 Kishan Pithia Vice Principal & Designated Safeguarding Lead	 Salma Asokomhe Welfare Officer & Deputy Designated Safeguarding Lead	 Reaz Rahman Mental Health Lead & Deputy Designated Safeguarding Lead		
 Simon Tracey Head of SEND	 Nadine Joseph Student Services & Support Manager	 Ebrahim Sidat Youth Safety Officer	 Hasfa Ali Counsellor	 Edie De Sousa Youth Safety Officer

If you or someone you know is suffering from abuse or is at risk of harm, email the College Safeguarding Team at helpafriend@bsix.ac.uk



Appendix 3

Using Pro Monitor for Safeguarding – all staff

Important information:	
Safeguarding	If you are at all concerned that a young person is at risk of any harm
Designated Person	Kishan Pithia
Deputy Designated Person	Salma Asokomhe and Reaz Rahman

Finding out if there are any safeguarding concerns about a student

You can find out whether anyone has any safeguarding concerns about a student by seeing whether there are any safeguarding comments:

- Go to the student’s page on Pro Monitor
- Look for “safeguarding comments” on the left-hand side of the page

NB: only the Designated Person, Deputy Designated Person and Student Welfare Officer can see the content of safeguarding comments at Level 4.



Making a safeguarding referral

- Go to the student's Pro Monitor Page
- Click "Safeguarding Comments" on the menu on the left-hand side
- Click "Add New"
- Select "Safeguarding concern"
- Write your comment, including as much information as you have, and save it.

The safeguarding team will get back to you if they need more information, or if they are able to update you.

Finding out about a student with safeguarding concerns

Safeguarding information will only be shared on a need-to-know basis and as such, will be visible at Level 1. If you feel that you need to know what is going on with a student, please contact the DSL or DDSLs.

Using Pro Monitor for Safeguarding

What happens when a member of staff makes a safeguarding referral?

- The comment will automatically FAO all members of the safeguarding team.
- Referring staff members will be contacted for more information if required
- The DDSL will decide whether to
 - delegate the referral to a safeguarding officer
 - deal with the referral
 - involve the Designated Person

Keeping accurate records

- All **follow up actions**, including contact details of professionals from other agencies, will be recorded on Pro Monitor as "safeguarding update" comments.
- Any **additional paper documents** (e.g. PEP meeting minutes, medical reports, etc) should be filed in the locked safeguarding cabinet in the Student Development Centre. A brief "document received" comment should be made on the safeguarding comment page of Pro Monitor to record that the document exists.
- Any **additional electronic documents** should be printed and dealt with as above, or the text should be copied into a Pro Monitor "document received" comment, depending on the nature of the document.
- **Electronic records** will be held securely on the Safeguarding Drive.

The Safeguarding Register

- Click on the green "reports" button at the top of the Pro Monitor home page.
- Select "Safeguarding Register"
- Click a button at the far right to download the register

Monitoring the accuracy of record keeping

- Every week the DDSLs will review the safeguarding register in their one-to-one to ensure comments are being logged.



- Every month the SENDCo will do a safeguarding record audit, checking the number of comments for students, ensuring paperwork is logged appropriately.
- Twice a year the DSL will arrange for a full audit of safeguarding records.

Structure of Safeguarding Caseloads

All staff are expected to make referrals on matters that pertain to the safety and welfare of students using the Pro Monitor Safeguarding facility.

With the exception of suicidal ideation and self-harm, all concerns regarding the wellbeing and mental health of any young person will be referred using NoWrongDoor.

Role of Deputy Designated Safeguarding Leads

All Safeguarding and NoWrongDoor referrals in the first instance must be read and assessed by the Deputy Designated Safeguarding Leads (DDSL) within 24 hours. In the case of BSix, this will be Salma Asokomhe and Reaz Rahman.

The DDSLs will take the following necessary steps:

- Assess and allocate to a safeguarding officer for action
- Conduct a formulation meeting and allocate to a safeguarding officer for action
- Deem the referral as such, that the matter will be dealt solely by the DDSLs
- Allocate the case to the college counsellor
- Coordinate and/or refer to external professionals/services (i.e. MASH, CAHMS).
- Monitor and ensure follow-up records are accurate and produced in a timely manner, which normally, would be within 5 working days, unless the referral is complex and requires multi-agency working
- Notify the Department of Education (as set out in paragraph 8.9 of the Conditions of Funding) of any safeguarding referrals pertaining to i) sexual violence ii) an allegation of abuse made against a member of college staff

Role of the Safeguarding Officer

Safeguarding officers will attend to the necessary allocated referral and will consult with the DDSLs for any further clarification.

Safeguarding officers will record the outcomes of interventions as a 'follow up' on the original referral on pro monitor on the day the investigation takes place, unless there are extenuating circumstances.

If the safeguarding officer deems the matter to be resolved, then the safeguarding officer must check-off the indicator box on the original referral to mark the case as closed.

If the safeguarding officer deems the matter to be of a more serious nature, they must consult with the DDSLs as soon as practicable for further consultation and update the record on Pro Monitor.

If the safeguarding officer deems the matter to be resolved, however recommends that the young person requires monitoring, the safeguarding officer must leave the case open and state a timebound date to as when the final monitoring meeting will take place. Following the outcome of a final meeting, the safeguarding offer will either renew the monitoring with another deadline or will mark the case as closed.

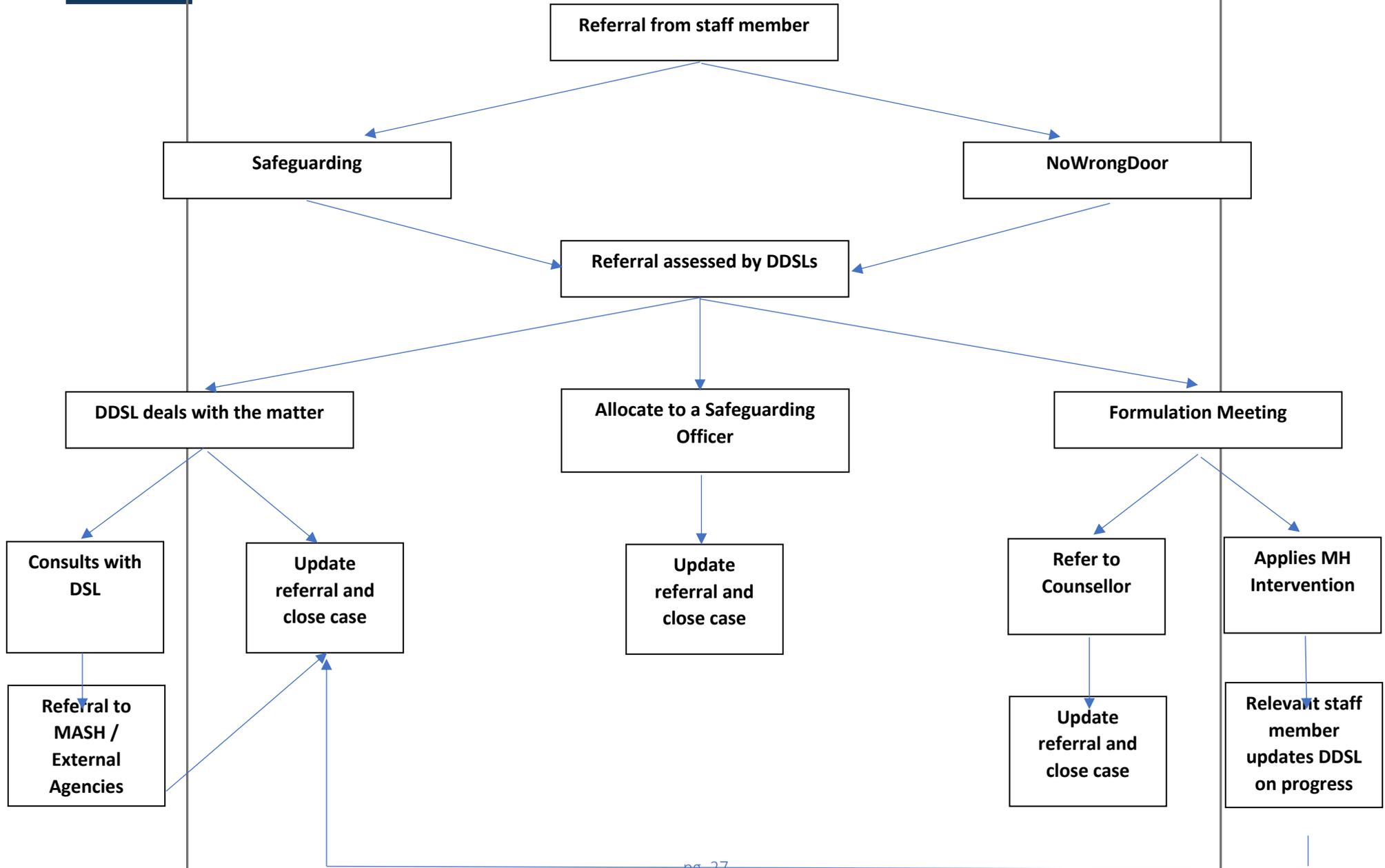


Counsellor

All referrals to the college counsellor must be approved and directed by the DDSLs.

The counsellor will update pro monitor with the necessary action when practicable.

The counsellor will close the case as they see fit.



Confidentiality Procedures

Everything that comes to the attention of a member of staff in contact with young people will normally be kept confidential within the service.

The exceptions to the policy occur where:

- There is significant threat to life
- Where potential or actual serious criminal offences are involved
- A coroner's inquest, tribunal or court require information as evidence
- The young person gives permission
- The young person is currently being abused, including sexual or other abuse
- The young person is the perpetrator of abuse
- The young person alleges or suspects another person of perpetrating abuse
- The young person alleges or suspects a professional Carer is perpetrating abuse (social worker, residential care worker, etc.)
- The person is felt to be of serious risk of self-harming
- The young person is in need of urgent medical treatment
- The young person is felt to be at serious risk of causing harm to others
- The young person is perceived to be at risk of serious harm through lifestyle choices or other potentially harmful courses of action

The confidentiality statement should be drawn to the attention of any young person who wishes or, you may think, intends to tell you something confidential.

Staff should offer young people the opportunity to discuss things that matter to them without fear of having their confidentiality broken. This applies even to young people who are under 16.

HOWEVER, NO YOUNG PERSON CAN BE OFFERED UNCONDITIONAL, ABSOLUTE CONFIDENTIALITY.

This means that staff are expected to exercise professional judgement over confidentiality. Under most circumstances staff will not discuss a young person or their situation unless the young person asks them to do so. Staff will not normally tell anybody else that a young person has talked with them privately unless they give their consent. However there are exceptions to this:

In **exceptional circumstances** a young person may tell a member of staff something that they cannot keep confidential. If the member of staff is given information which leads them to think that the young person or someone else, might be at risk of **serious harm** they should immediately seek the advice of the DSL and Safeguarding Team, having informed the young person that we are not allowed to keep such information confidential because of the risk of **serious harm**. Staff must be open and honest with the young person and attempt to work out a plan of action before seeking the Safeguarding Teams advice.

Occasionally, the right of a young person to confidentiality is secondary to consideration of their health and welfare. It may be that in your professional judgment, it is in the young person's best interest to discuss them with a professional colleague, (for example Connexions, Children's Social Care or MASH) if you think the young person is making choices which could be detrimental to their health or well-being. It is reasonable to share any anxieties or concerns you may have, without



necessarily identifying the young person; but it may be in their best interest to do so. This may be on a 'need to know' basis in general terms, or for specific advice from other professional colleagues. However, if you think a young person may be at risk of serious harm you may share concerns with other professionals, to seek advice or to agree joint action, for example. In all cases, seek the advice from your Line Manager and/or a member of the Safeguarding Team.

If a young person requests confidentiality on a sensitive issue, you **should not give this assurance and explain at the earliest opportunity that you cannot offer absolute confidentiality.** You should explain that BSix College has a policy, in line with the Child Protection Procedures, to report actual or suspected abuse of young people. If a young person is asking for absolute confidentiality staff should give them the opportunity to access agencies such as Child Line or the Samaritans, or let them continue to share information in the knowledge that information may need to be passed on.

Appendix 5

Different Forms of Abuse

These guidelines provide some indicators for identifying and reporting cases or suspected cases of child neglect or abuse.

PHYSICAL ABUSE	SIGNS/INDICATORS
Physical abuse may involve hitting, shaking, throwing poisoning, burning and scalding, drowning, suffocating or otherwise causing physical harm to a child	<ul style="list-style-type: none"> • Bruising • Bite Marks • Burns and Scalds • Fractures • Scars • Self-harm, self-mutilation and suicide attempts

EMOTIONAL ABUSE	SIGNS/INDICATORS
The persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development.	This type of abuse is difficult to recognise as the signs are usually behavioural rather than physical. Indicators are often associated with other forms of abuse.

RADICALISATION	SIGNS/INDICATORS

<p>The process by which individuals come to support terrorism or violent extremism.</p>	<ul style="list-style-type: none"> • Use of inappropriate language • Possession of violent extremist literature • Behavioural changes • The expression of extremist views • Advocating violent actions and means • Association with known extremists • Seeking to recruit others to an extremist ideology
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SEXUAL ABUSE	SIGNS/INDICATORS
<p>Forcing someone to have sex, unwanted kissing or touching, being made to watch pornography against will, pressure not to use contraception</p>	<ul style="list-style-type: none"> • Bruising to anal or genital areas • Bleeding or discharge of anal genital areas • Sexual transmitted diseases • Pregnancy in a child • Young people who are sexually abused may avoid being alone with people, or seem frightened or unwilling to socialise with someone • Young people may show sexual behaviour that is inappropriate, particularly with regard to their age

FORCED MARRIAGE	SIGNS/INDICATORS
<p>A marriage without the consent of one or both parties where duress is a factor</p>	<ul style="list-style-type: none"> • Absence and persistent absence • Request for extended leave • Surveillance by siblings or cousins • Poor exam results • Being withdrawn from school

CHILD TRAFFICKING	SIGNS/INDICATORS
<p>A marriage without the consent of one or both parties where duress is a factor</p>	<ul style="list-style-type: none"> • Spends a lot of time doing household chores • Rarely leaves the house, has no freedom of movement • Might not be registered with a GP • Has no documents, or falsified documents

	<ul style="list-style-type: none"> • Has no access to their parents or guardians
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E-ABUSE	SIGNS/INDICATORS
Mobile phone, e-mail, social networking sites and forums are all used to threaten and intimate people	<ul style="list-style-type: none"> • Cyber stalking • Repeated unwanted txt & messages • Constantly posting derogatory or defamatory statements or images • Tracking using spyware • Sending viruses

NEGLECT	SIGNS/INDICATORS
Where a person suffers because their health or psychological, emotional, physical needs are being neglected	<ul style="list-style-type: none"> • Young person is unresponsive • Young person thrives away from home • Inadequate or inappropriate clothing • Seem hungry or turn up to College without having had breakfast or any lunch money • Have untreated injuries, medical and dental issues • Have skin sores, flea bites, scabies or ringworm • Tiredness • Faltering weight or growth • Smelly and dirty appearance • Young person left unsupervised without adequate provision • Live in an unsuitable home environment • Taking on the role of carer for other family members



Appendix 6

Prevent Guidance at BSix

This policy statement explains the Prevent Duty and is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those young people who may be vulnerable to the messages of extremism. In addition, it explains how we meet this duty in a way that aligns with our College values and ethos.

1. What is Prevent?

Prevent is part of the UK's counter terrorism strategy, placing duty on organisations to have "due regard to the need to prevent people from being drawn into terrorism". (Section 26 of the Counter-Terrorism and Security Act 2015). The Prevent duty includes an obligation on the part of Educational institutions to refer those they believe to be vulnerable and at risk to Radicalisation to the local Borough Prevent team or Police. They will then decide whether to refer them in turn to a panel called Channel, who will prepare support packages to reduce their vulnerability (See pg. 6 Further information Channel)

2. What is Radicalisation?

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups. Extremism is vocal or active opposition to mutual respect and appreciation of different faiths and beliefs.

3. "British Values" at BSix

BSix discuss and celebrate shared values. This is introduced in Progress Review sessions at the start of term, and is referred to regularly by staff throughout the academic year, as they underpin College life (See BSix Values). BSix is a proudly diverse community and we take seriously our key role in preparing our young people for life in modern Britain. We promote awareness of human rights and the responsibility to uphold and defend them. BSix build student ' resilience to radicalisation by providing a space for young people to debate and discuss ideas, develop their own opinions, and think critically about contemporary issues and events (see BSix Calendar of events) We aim to guide our students to understand others and to value equality (Equal opportunities policy), we also embrace practices and behaviours that promote inclusion, celebrate diversity and achievement (See Investors in Diversity).

4. Identifying those who are vulnerable to radicalisation

Government literature states, "There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism." Channel assesses vulnerability using a "*consistently applied vulnerability assessment framework built around three criteria*". The three criteria are:

- (a) *Engagement with a group, cause or ideology*
- (b) *Intent to cause harm; and*
- (c) *Capability to cause harm.*

The criteria are considered separately as experience has shown that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged.



Annex C of the Channel Duty Statutory Guidance gives "a description of the vulnerability assessment framework used by Channel to guide decisions about whether an individual needs support to address their vulnerability to being drawn into terrorism".

It lists the following factors:

Engagement with a group, cause or ideology

- *Feelings of grievance and injustice*
- *Feeling under threat*
- *A need for identity, meaning and belonging*
- *A desire for status*
- *A desire for excitement and adventure*
- *A need to dominate and control others*
- *Susceptibility to indoctrination*
- *A desire for political or moral change*
- *Opportunistic involvement*
- *Family or friend's involvement in extremism*
- *Being at a transitional time of life*
- *Being influenced or controlled by a group*
- *Relevant mental health issues*

Intent to cause harm

- *Over-identification with a group or ideology*
- *Them and Us' thinking*
- *Dehumanisation of the enemy*
- *Attitudes that justify offending*
- *Harmful means to an end*
- *Harmful objectives*

Capability to cause harm

- *Individual knowledge, skills and competencies*
- *Access to networks, funding or equipment*
- *Criminal Capability¹*

5. Our fulfilment of the Prevent duty

BSix take due regard to the need to prevent young people from being drawn into radicalisation in two main ways:

- By training our staff so that they have the necessary skills and confidence to identify students who may be at risk of radicalisation, it is essential that they know what to do when they are identified. Protecting our students from the risk of radicalisation is seen as part of our wider safeguarding duties and is similar in nature to protecting our students from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Staff therefore must report concerns through the usual safeguarding referral systems. The Designated Safeguarding Officer will then liaise with the local Borough Prevent team; complete a referral for the assessment of



those risks in more detail. Please see the relevant sections of the Safeguarding policy for this information.

Prevent awareness lessons are part of our Progress Review sessions so that students become aware of the risks to their personal safety and liberty if they become involved with extremist groups. We aim to develop the knowledge and skills amongst the College community, so they are able to challenge extremist arguments. A key strand of our College Safeguarding Strategy is to raise awareness among students so that they are more likely to identify when they or their peers need help.

6. Digital Resilience and Social Media

All online activity should be appropriate to staff professional activity or the student's education. Many extremist groups such as far right groups, animal rights activists and Islamic fundamentalists who advocate violence use the internet as a means of either inciting violence against specific groups or providing information on preparing explosives or carrying out terrorist acts.

We protect our students from the risk of radicalisation, by using filters on the Internet to make sure they cannot access extremist and terrorist material. Our IT Acceptable Use policy and Social Media Policy set out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views. We reserve the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited and email sent or received.

The IT Services ensure that adequate filtering is in place, with a review of filtering taking place whenever there is any incident of a young person accessing websites advocating violent extremism. A referral to the safeguarding team is made if the student is deeply enmeshed in the extremist narrative. We audit IT provision to establish if the IT Acceptable Use policy is adequate and that its implementation is effective.

7. The Role of the Safeguard Team

BSix is a member of the local authority Prevent Partnership Group which is a multi-agency forum that oversees activities and projects related to the borough wide Prevent action plan. Its aim is to resolve any identified barriers to the effective partnership delivery regarding Prevent. The multi-agency work aims to help bring a common understanding of the threats, risks and vulnerabilities around extremism that are relevant to communities such as Hackney. BSix Safeguard Team works closely with the local authority Prevent coordinator and receives useful advice on how to develop the College's individual Prevent action plan. There is a regular sharing of information and access to statutory assistance to support vulnerable individuals where necessary.

8. The role of the Prevent Governor

Our named Safeguarding Governor also takes responsibility for Prevent, sitting as it does within our College safeguarding policy. The Vice Principal and Designated Person reports termly to governors on safeguarding issues, including Prevent and the Prevent Risk Assessment, and more regularly with the named Safeguarding governor where necessary and appropriate.

Further Information

Channel Process

Channel is an early intervention multi agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing



multi-agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to withdraw from the programme at any time. Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues.

The Channel Panel is chaired by the local authority Head of Safer Communities, and includes the Police, statutory partners, where appropriate to collectively assess the risk to an individual and decide whether an intervention is necessary. Lead safeguarding professionals will be invited on a case by case basis. If a Channel panel is required, the Panel works with local partners to develop an appropriate individualised support package to reduce risks to the individual and reduce the risk of extremism.

Anyone can make a referral to Channel. Each referral is screened for suitability via a preliminary assessment undertaken by the Police Channel Coordinator and local authority. If suitable, the case is discussed with all relevant partners to decide if an intervention is necessary.

Further Information on Prevent

If you have concerns that a young person you are working with is becoming radicalised or groomed into violent extremism please contact one of the following:

Make a direct referral to Children's Social Care via the First Access & Screening Team FAST@hackney.gov.uk or telephone 020 8356 5500/4844.

Alternatively the following individuals can provide guidance and support in making the most appropriate referral:

Lisa Aldridge, Service Manager, Safeguarding and Independent Reviewing:
Lisa.Aldridge@hackney.gov.uk or 020 8356 6164.

Liezel Leroux, Hackney LADO:

Liezel.Leroux@hackney.gov.uk or 07510 377 180

Brendan Finegan, Service Manager, Youth Justice: Brendan.Finegan@hackney.gov.uk or 020 8356 1107.

For consultations about referrals to the Channel process please contact Tracey Thomas, Prevent Coordinator: Tracey.Thomas@hackney.gov.uk or 020 8356 8104.

Online Channel Process training is available to all staff, volunteers and parents/carers

Legislative and Guidance Framework

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Common Inspection Framework and handbooks are available on GOV.UK. The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel Duty Guidance April 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

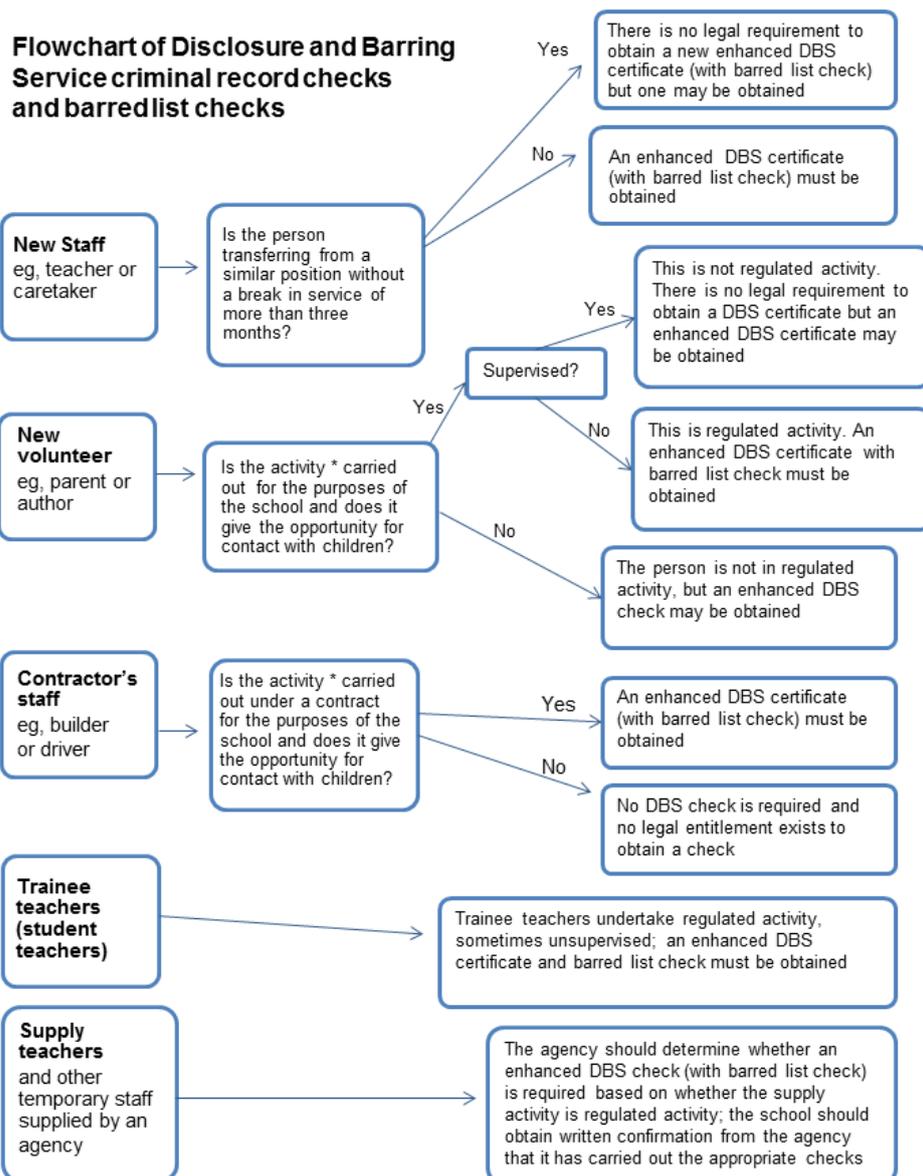
See Annex C of the Channel Duty Statutory Guidance

Prevent E-Learning Resources To gain an awareness of Prevent safeguarding.

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

http://course.ncalt.com/Channel_General_Awareness

Appendix 7



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'



Appendix 8

Agency referral to Hackney Children's Social Care

Referral form for use by all agencies.

PLEASE NOTE THAT A WRITTEN REFERRAL FORM IS REQUIRED IN ALL CASES. WHERE A TELEPHONE REFERRAL HAS BEEN MADE BECAUSE OF THE URGENCY OF A SITUATION THIS MUST BE FOLLOWED UP WITHIN 48 HOURS BY A COMPLETED REFERRAL FORM UNLESS AGREED OTHERWISE.

Name and contact details of person making the referral			
Name:			
Name of agency/organisation:			
Address:			
Telephone Number:		Fax Number:	
Email Address:			
Date written referral is being made:			
Date telephone referral made (if applicable) and to whom:			
Relationship of person making the referral to the child/family:			

NAME(S) and DATE(S) OF BIRTH of the child(ren) being referred (please list here all children in the family):	
Child(ren)'s preferred language if not English speaking:	
Ethnic origin and Nationality if known:	
Details of wider social and professional network (e.g. significant family / friends, GP, health visitor, schools, professionals working with members of the household)	



Is the referral for information only?	
Is there evidence that any children in the family are being subject to significant harm?	
If 'YES' please specify:	
Actions taken by referring agency/involvement with the family:	
Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment document has been completed please attach a copy to this referral.	
What outcomes are anticipated by the referral?	
Does the person with parental responsibility know that a referral to Children's Social Care has been made?	
If 'No' please explain why:	
If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?	
Any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children's Social Care is being asked to take in respect of the child(ren) being referred?	
<p>Please e-mail this form to cscreferrals@hackney.gov.uk for the attention of the Referral Manager. If you need to send it to a secure email address please send to cscreferrals@hackney.gov.uk.cjism.net or to cscreferrals@hackney.gcsx.gov.uk</p> <p>If you have difficulties sending this by email please fax it to 020 8356 5516/7.</p> <p>Should you need any assistance in completing this form or wish to follow up your referral please call the First Response Service on 020 8356 5500.</p>	



If your referral has not been acknowledged by Children's Social Care within three working days please make contact to confirm it has been received.

Please ensure that you have sent a copy of this referral to the safeguarding children lead for your agency.

Appendix 9 Key Contacts

Useful Contact Details:

1. LADO@hackney.gov.uk or phoning 020 8356 8982.
2. Hackney CSC First Access and Screening Team (FAST): 020 8356 4844/5500
3. Hackney CSC Out of Hours: 020 8356 2710
4. Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
5. HLT Safeguarding in Education Team: 020 8820 7255
6. Designated Officer (DO): 020 8356 4569
7. City & Hackney Safeguarding Children Board: 020 8356 4183
8. NSPCC- 24-hour Helpline: 080 8800 5000
9. Hackney Downs Police Community Support Officer contact details: 0208 721 2940
10. Disclosure and Barring Service (DBS): www.gov.uk/dbs

Appendix 10

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Schools and colleges should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment



and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Sexual violence

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated



and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence.
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats
 - coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

Action following a report of sexual violence and/or sexual harassment

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of ‘**it could happen here**’. Schools and colleges should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school’s or college’s duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children.
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children



- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Appendix 11

Safeguarding Alternative Provision Students

- The college is contacted by the local authority for an alternative provision (AP) referral.
- The local authority will send a comprehensive profile of the young person. This will have details of the student's attendance and behaviour at their Pupil Referral Unit or/and previous schools. This will also give personal information about the young person's background.
- The college will contact the borough if any additional information is required and/or to obtain further information.
- An interview is undertaken with the young person, accompanied by their parent/carer and/or AP coordinator/ manager.
- A discussion takes place with the borough to discuss any additional needs/support. For example, if they are a Looked after child, which if so, will be flagged to our Deputy Designated Safeguarding Lead.
- An AP badge is placed on their ILP (on Pro Monitor) profile to show they are pre-16 and on alternative provision.
- The ILP will also have a brief AP profile which relevant staff can read and if further information is required about the AP, then that can be obtained from the AP Manager.
- AP students have a dedicated AP Mentor who has a minimum of 1 period a week timetabled to support their personal development and behaviour.
- Attendance is monitored and reported to the borough twice a day, once in the morning and afternoon.
- Some AP learners may be restricted from leaving the college campus during break and lunch times.

Example of a profile:

******* is an Alternative Provision student who is currently in 'year 11' of their compulsory education.**



They are a highly vulnerable learner with a complex background. Please note this with any concerns around their safeguarding and wellbeing

Further information can be obtained through Gordon Mestrum in Room A305

The Support team around * includes, alongside her tutor and teachers, Gordon Mestrum, Paul Dawkins, Ernest Eghan and Christine Carroll***