

## Child Protection, Safeguarding and Prevent Policy

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### Policy/Procedure

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## 1.0 Policy/Procedure

- 1.1** South Staffordshire College has a statutory and moral duty to ensure that the College functions with a view to child protection, safeguarding and promoting the welfare of children and vulnerable adults receiving education and training at the College. The College's responsibility to safeguard and promote the welfare of children and vulnerable adults is of paramount importance.
- 1.2** This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004; the Education Act 2002 and in line with government publications including; 'Working Together to Safeguard Children' 2023, Revised Statutory Guidance 2 'Framework for the Assessment of Children in need and their Families' 2000, "Tackling Extremism in the UK", DfES "Teaching Approaches that help Build Resilience to Extremism among Young People", The Prevent duty guidance: for further education institutions in England and Wales 2023, 'What to do if you are Worried a Child is Being Abused' 2003 and it reflects 'Keeping Children Safe in Education' 2025.
- 1.3** The College should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Throughout these policies and procedures, reference is made to "children and vulnerable young people". This term is used to mean "those under the age of 18". The Governing Body recognises that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults. All children and young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- 1.4** A child is legally defined as '*any person who is under the age of 18 years*'. Further education providers are required to safeguard and promote the welfare of children. The broad definition of a vulnerable adult is '*a person who is 18 years of age or over, and who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation*'.

The main categories of people covered by this definition of vulnerable adult include people:

- who have a learning disability
- who have physical or sensory impairments
- who have a mental illness including dementia
- who are old and frail
- detained in custody or under a probation order
- who are considered vulnerable and who may experience abuse due to problems with alcohol or drugs (or be vulnerable due to other circumstances such as being an asylum seeker).

Children and vulnerable adults will include those who are in care; have been previously 'looked after' by Social Services; are living independently and are under the age of 18; have had (or are still experiencing) mental health issues; have disabilities; are children that are also carers; have suffered abuse (as defined by the government).

## 2.0 Policy/Procedure Aims/Objectives

- 2.1** In order to protect our children and young people the College aims to:
- create an environment where everyone can feel secure, valued and listened to
  - recognise signs and symptoms of abuse

- respond quickly and effectively to cases of suspected abuse
- monitor and support those at risk
- use the curriculum to raise their awareness, build confidence and skills
- work closely with parents/carers and support external agencies
- ensure that all adults within our College who have access to children have been checked as to their suitability.

## **2.2 Preventing Extremism and Radicalisation**

A further key aim of our Safeguarding Policy is to prevent students being drawn into terrorism which we aim to achieve by:

1. Promoting and reinforce shared values; to create space for free and open debate within the law and with respect to fundamental British values.
2. Breaking down segregation amongst different student communities including by supporting inter-faith and inter-cultural dialogue and understanding and to engage all students in playing a full and active role in wider engagement in society.
3. Ensuring student safety and colleges that are free from bullying, harassment and intimidation.
4. Providing support for students who may be at risk and appropriate sources of advice and guidance.
5. Ensuring that students and staff are aware of their roles and responsibilities in preventing violent extremism.

**2.3** The college will closely follow any locally agreed procedure as set out by the Local Authority Safeguarding Children's Boards agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

In developing safeguarding policies and procedures, the College will consult with, and take account of, guidance issued by the Department for Education and other relevant bodies and groups. The procedures have been developed in cooperation with the Staffordshire Safeguarding Children Board (SSCB). The College will refer concerns that a child or young person might be at risk of significant harm to the relevant Children's Social Services Department of the area in which the young person's home address is located.

**2.4** All staff have a duty to safeguard children and a responsibility for the active protection of children from harm. We will ensure that arrangements are in place for all persons working at this college to be made aware of this policy and to receive appropriate training so that they can carry out this duty as required.

## **2.5**

The Governing Body will nominate a Governor to take lead responsibility for Child Protection issues. The nominated Governor will receive appropriate training. All governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole college approach to safeguarding. Their training is regularly updated.

## **2.6 Early Intervention/Early Help**

Any child/young person may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child/young person who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has experienced recent trauma i.e. bereavement
- is frequently missing/goes missing from care or from home;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;
- is a privately fostered child;
- is persistently absent from education
- children who identify as or are perceived as LGBTQI+ (Not in itself an inherent risk factor for harm. However, children who are LGBT, or perceived as LGBT, can be targeted by other children. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for these children to speak out or share their concerns with members of staff).
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

In line with the Equality Act 2010, the college will not unlawfully discriminate against pupils because of their protected characteristics and will consider how our students with protected characteristics are supported, and take positive action, where proportionate, to deal with the disadvantages these pupils face.

## **2.7 Categories of Abuse**

The Governing Body recognises the following as categories of abuse and aware that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act 1998.

### **Physical Abuse**

Physical abuse may involve: hitting, shaking, throwing, biting, scalding, burning, drowning or suffocating.

- Giving of poisonous substances, inappropriate drugs and alcohol
- Physical harm may also be caused when a parent feigns the symptoms of, or deliberately causes ill-health to a child whom they are looking after. This is referred to as fabricated or induced illness (used to be known as Munchausen Syndrome by Proxy).
- FGM (Female Genital Mutilation) is a form of physical abuse. It is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. There is a mandatory duty to report FGM to the Police where they discover that FGM appears to have been carried out on a girl under the age of 18. Failure to report is now a criminal offence.

### **Forced Marriage/Child Marriage**

Forced Marriage - falls within the Crown Prosecution Service definition of domestic violence and is dealt with by the Forced Marriage Unit. Since February 2023, it is a crime to purposefully cause a child to marry before the age of 18, even without violence or coercion. This applies to both legal and non-binding 'marriages'. There has been a change in terminology from 'forced marriage' to 'child marriage'. As outlined in the Marriage

and Civil Partnership (Minimum Age) Act 2022, that the minimum age at which someone may marry or enter into a civil partnership legally in England and Wales rises to 18 in all circumstances.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical, emotional and psychological needs including:

- The persistent failure to protect from: cold, starvation, danger including leaving a child unsupervised or the use of inadequate care-takers.
- The failure to provide adequate clothing or shelter including exclusion from home or abandonment.
- The failure to access appropriate medical care or treatment.

Neglect is different from deliberate or malicious failure to meet a child's needs which is done in the full knowledge of the potential effects on the child or parents/careers are reckless as to whether harm is caused to the child. That is serious physical and/or emotional abuse. Neglect may arise from a lack of knowledge, lack of ability to meet child's needs, competing priorities, stress or deprivation.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. It includes:

- actual or attempted sexual exploitation of a child by adults, adolescents, or other children able to exercise dominance
- activities with physical contact either penetrative or non-penetrative
- non-contact activities such as involving children in looking at or in the production of pornographic material or watching sexual activities
- encouraging children to behave in sexually inappropriate ways

### **Child on Child abuse (formerly Peer on Peer abuse)**

This occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes:-

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- 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 nudes and semi nudes 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).

There is a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

## **2.8 Responding to reports of Child on Child Sexual Violence and Sexual Harassment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator(s);
- all the other children/young persons (and, if appropriate, adult students and staff) at the college, especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the college should be actively considering the risks posed to all their students and put adequate measures in place to protect them and keep them safe.

When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children’s social care and/or the police, then, as a general rule, the college should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause persistent and severe adverse effects on the child's emotional development, including:

- Conveying to children that they are unwanted, ugly, worthless, guilty, inadequate or unloved or valued only insofar as they meet the needs of another person.
- Threats, verbal attacks, taunting, constant lack of love and affection.
- Age or developmentally inappropriate expectations being imposed on children including interactions that are beyond the child's development capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another person.
- Causing children frequently to feel frightened or in the danger or the exploitation or corruption of children.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Children may be vulnerable to multiple harms including (but not limited to) sexual exploitation (CSE), criminal exploitation (CCE), and serious youth violence. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical; it can be facilitated and/or take place online. CSE and CCE can affect children, both male and female and can include children who have

been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Criminal Exploitation (CCE)**

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. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### **County Lines Exploitation**

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people. Although cannabis is occasionally linked to the county lines organisations, it is harder drugs that provide the focus: heroin, cocaine, and amphetamines.

### **Serious Violence**

Indicators, which may signal children are at risk from, or are involved with serious violent crime 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 and may be at risk of criminal exploitation. Risk factors increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

### **Domestic Abuse/Operation Encompass**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Operation Encompass operates in all police forces across England. It helps police and education work together to provide emotional and practical help to children/young people. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have

experienced the domestic incident, the police will inform the designated safeguarding lead. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

### **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/young people 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 important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their 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.

### **Children/Young People with Special Educational Needs (SEND)**

Children and young people with special educational needs and disabilities (SEND) and/or physical health issues can face additional safeguarding challenges, both in relation to their vulnerability to possible abuse and neglect and also in terms of being able to report such incidents.

These challenges, can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges.

### **Children Missing in Education/Absent from Education**

A child going missing from education or is absent/not attending particularly on repeat occasions, unexplainable and/or persistent absences and/or for prolonged periods can indicate potential safeguarding issues, and is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. Attendance of compulsory school age children under the age of 16 is monitored by the school's team and the schools sending children to college. Weekly attendance reports are sent to the nominated person at the referral agency/school or local education authority. unexplainable and/or persistent absences from education.

**All** staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

### **Online Safety**



The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: **content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories. **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes. **conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

**Modern slavery** and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

### **Children susceptible to radicalisation into terrorism.**

**Extremism** is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

**Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence. **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. The DSL/DDSL may be asked to attend the Channel panel to help with this assessment.

### **Looked after children and previously looked after children.**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Appropriate staff have access to the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

## **2.9 ROLES AND RESPONSIBILITIES - SAFEGUARDING**

## **The Principal**

The Principal will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff. Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the College, the day to day operational responsibility rests with the Principal and the Designated Senior Lead who takes delegated duty from the Principal.
- Sufficient resources and time are allocated to enable the Designated Persons and other staff to be able to perform their duties.
- All staff and volunteers feel able to raise concerns about poor practice, and concerns are addressed sensitively and effectively in a timely manner.

## **Designated Personnel with Responsibility for Child Protection and Safeguarding**

Designated Personnel with responsibility for Child Protection are:

- Designated Senior Lead (DSL): Kim Vaughan
- Deputy Designated Deputies: Nicola Truman and Ali Hanson
- Governor with responsibility for Safeguarding and Child Protection issues: Tim Legge

The Designated Senior Lead is responsible for:

- Referring cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- Referring to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Make referrals where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required.
- Liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Keeping written records of all concerns about a child or vulnerable young adult even if there appears to be no need to make an immediate referral.
- Liaison and joint working with Social Care Services, SSCB and other relevant agencies, including three partners; the local authority; the clinical commissioning group for any area that falls under the local authority; and the chief officer of police for any area that falls under the local authority.
- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with SSCB.
- Providing advice and support to other staff on issues relating to safeguarding and child protection.
- Ensuring that parents of children and vulnerable young people within the College are aware of the College's Safeguarding, Child Protection and Prevent Policy and will receive a copy of the policy on request.
- Liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for the pupils.

## **The Nominated Child Protection and Safeguarding Governor:**

The Nominated Governor is responsible for liaising with the DSL regarding child protection and safeguarding issues, including:

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

### **Other Designated Staff Members:**

There are trained safeguarders at each campus

These designated staff members will:

- report to the DSL with lead responsibility
- know how to make an appropriate referral
- be available to provide advice and support to other staff on issues relating to safeguarding and child protection
- have particular responsibility to be available to listen to children and vulnerable young people studying at the College
- deal with individual cases, including attending case conferences and review meetings as appropriate.
- have received training in safeguarding and child protection issues

The role of all staff and other persons within the College

All staff have a duty to safeguard children and vulnerable adults. To carry out this duty they need to be:

- trained and aware of potential indicators of abuse
- open to hearing concerns from children and others, without seeking to investigate these concerns
- informed on how to report any concerns to their DSL

## **2.9.1 ROLES AND RESPONSIBILITIES – PREVENTING EXTREMISM AND RADICALISATION**

### **Designated Safeguarding Lead**

The Designated Safeguarding Lead will act as the Prevent Single Point of Contact (SPOC) who will liaise with the police, social services or Counter Terrorism Unit when required.

The Designated Safeguarding Lead (DSL)/ Single Point of Contact (SPOC) may in certain circumstances take the decision to report any suspicious activity or concerns relating to violent extremism to the Police Counter Terrorism Unit.

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

### **All Staff**

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

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner colleges, local authority services, and police reports of issues affecting students in other colleges or

settings

- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others which are contrary to fundamental British Values.

### **Training**

- The DSL and deputies will receive training at level 3 in Safeguarding and Child Protection issues and interagency working as required by the SSCB and will receive Level 3 training every year. Other staff will receive appropriate Safeguarding and Child Protection training each year.
- With regard to preventing extremism and radicalisation mandatory training for all staff will be available online.
- Human Resources will keep a record of all Safeguarding and Prevent training completed.

### **Filtering and Monitoring Systems**

SSC offers a secure setting for learning and working. Protecting students and employees from potentially dangerous and inappropriate internet content requires both filtering and monitoring. In all facets of filtering and monitoring, senior leader collaborate closely with governors, the designated safeguarding lead (DSL), and IT service providers. Although it is acknowledged that no filtering system can be 100% successful, an active and well-managed filtering system is a vital component in providing a safe atmosphere for learners to study. The college's filtration technology will prevent access to undesirable websites and information online. It will be possible to identify students who may be attempting to access inappropriate or unlawful content so that they can be supported by appropriate staff. The designated safeguarding lead (DSL) will take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring.

### **3.0 Scope (who this covers)**

3.1 This policy applies to all learners, staff, governors, clients and partners with whom we work to deliver services

### **4.0 Policy/Procedure**

#### **4.1 SAFEGUARDING AND PREVENT PROCEDURES AND GUIDANCE NOTES**

Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

(Flow chart procedure see Appendix 1)

It is important to remember that safeguarding incidents could happen anywhere and all staff should be alert to possible concerns being raised in College. What to do if a learner tells a member of staff about possible abuse:

- Listen carefully and stay calm. Treat the matter seriously.
- Questions should be kept to the minimum necessary to understand what is being alleged. Care must be taken in asking or interpreting responses to questions about indications of abuse, as this could have an effect on the evidence which is put forward if there are subsequent legal proceedings.
- Reassure the learner that by telling you, they have done the right thing.
- Promises of confidentiality should not be given.
- Inform the learner that you must pass the information on, but that only those who need to know about it will be told. Inform them whom you will report the matter to.
- If possible, use a silent witness.

- Any additional notes should be signed, dated and attached to the INCIDENT REPORT FORM. This should be completed as soon as possible. Incident Report Forms are available on Sharepoint (See Appendix 2)

Note the main points carefully:

- The name of the complainant, and where different, the learner who has allegedly been abused
- When and where the alleged incident(s) took place, including date(s) and time(s)
- Who was present
- The account of what is alleged to have happened
- A description of any injuries observed

Staff should not investigate concerns or allegations themselves but should report them immediately to the Safeguarding Officer

Never:

- ask leading questions
- ask the child or vulnerable young person to write down their account
- investigate with or without others
- take photographs of marks
- attempt any medical judgement
- arrange a medical examination
- tape or video record an interview
- ask a child or vulnerable young person to remove any clothing

Staff should always be aware of their own vulnerability and should take steps to minimise the risk to themselves whilst supporting the child or vulnerable young person (See Appendix 3 notes).

We recognise that all matters relating to safeguarding and child protection are confidential. The DSL will disclose any information about a learner to other members of staff only on a need-to-know basis. All concerns will be received by the DSL or Deputy DSL who will seek advice/make a judgement as to whether a referral to Social Care Services or the police or any other action is necessary. This includes situations where any professional feels that a young person has abused another child or young person.

### **Notifying Parents**

The College will normally seek to discuss any concerns about a child or vulnerable young person with their parents/carers. This must be handled sensitively and the DSL or Deputy DSL will make contact with the parents/carers in the event of a concern, suspicion or disclosure. However, if the College believes that notifying parents/carers could increase the risk to a child or vulnerable young person, or even exacerbate the problem, and then advice will first be sought from local Children's Social Care Department.

### **Reporting directly to Child Protection Agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if the situation is an emergency and the DSL, and the deputies are all unavailable.

### **Reporting to the Police**

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the college should cease their own investigation, having asked only enough questions to establish the basic facts of the incident. Every effort should be made by the

college to preserve any relevant evidence. Initial enquiries undertaken by the college should be fully documented as they may be required if the matter goes to court. This includes recording questions asked to young people and their replies. Where a crime is reported to the police, it will be recorded as a crime and an investigation will commence.

### **Supporting Staff**

We recognise that staff working in the College who have become involved with a child or vulnerable young person who has suffered harm or who is likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

### **Children and Young People Who Abuse Others**

Children are vulnerable to abuse by their peers or other children. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Practitioners should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

The needs of the victim and the needs of the alleged perpetrator must be considered separately. In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children. Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. There is no clear boundary between incidents which should be regarded as abusive and incidents which are properly dealt with as bullying, sexual experimentation etc. Issues relating to the safety of victims and potential victim must be discussed first and completely separately from any issues relating to the alleged perpetrator.

If one child or young person causes harm to another, this should not necessarily be dealt with under these procedures: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (e.g. age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

Staff should also be aware that the abuse could be related to:

- Sexual activity
- Group behaviour - there may be evidence suggesting that two or more abusers have acted together and/or that more than one child has been abused.
- Cyberbullying - potential uses of information technology for bullying and abusive behaviour between young people.

- Victims of crime - there is the added vulnerability of children and young people who have been the victim of violent crime, including the risk that such young people may respond to this by abusing other, younger or weaker children.
- Gangs - children and young people may be vulnerable to abuse by other young because of gang activity in the area.

### **Reporting and Dealing with Allegations of Abuse Against Members of Staff**

In rare instances, staff of educational institutions have been found responsible for safeguarding or child abuse. Because of their frequent contact with children and vulnerable young people, staff may have allegations of child abuse or a safeguarding issue made against them. The College recognises that an allegation of child abuse or any other safeguarding allegation made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigation is thorough and not subject to delay.

The DSL should be informed of **all** low-level concerns and will decide appropriate action. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified

Potential patterns of concerning, inappropriate, problematic, or concerning behaviour should be identified. If behaviour moves from a low-level concern to meeting the harm threshold, concerns will be referred to the LADO.

Consideration will be given to whether there are wider cultural issues within the college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

The College recognises that the Children's Acts of 1989 and 2004 state that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way. This is also supported by the Safeguarding Vulnerable Groups Act of 2006.<sup>12</sup>

## **4.2 Receiving an Allegation from a Child or Vulnerable Young Person**

See Appendix 4 (flow chart)

- A member of staff who receives an allegation about another member of staff from a child or vulnerable young person should follow the guidelines in Part C for dealing with disclosure.
- The allegation should be reported immediately to the Head of Human Resources and the DSL, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Chair of Governors. Human Resources (or designated person if the allegation is against the Principal) should: obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated.
- Record information about times, dates, locations and names of potential witnesses.

## **4.3 Referral and Intervention Processes for Radicalisation and Extremism**

The Association of Chief Police Officers (ACPO) guidance provides a model referral process for children and young people who are vulnerable to radicalisation and/or who may be at risk through living with or being in direct contact with known extremists. A model flowchart for referral of Children and Young People for Concerns of Radicalisation can be found in Appendix 1.

Staff working with children should use this model to assist them in identifying and responding to concerns about children who may be vulnerable to being drawn into violent extremist activity. Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the child supports terrorism and/or violent extremism, must report these concerns to the named Designated Safeguarding Lead, who will consider what further action is required.

As set out in the flowchart, the named or designated professional must discuss any such concerns with the local police/CTU. After consultation with the police and in light of any further information gathered about the child and the family, if it is considered there are grounds for further involvement, a multi-agency assessment meeting (usually involving the child, parents and relevant professionals) should be convened to determine the appropriate response and how this should be delivered.

The aim is to ensure an early identification of children's vulnerabilities and promote a coordinated response, wherever possible within universal provision or through targeted interventions and the Early Help process. The emphasis should be on supporting vulnerable children and young people, rather than informing on or "spotting" those with radical or extreme views. In exceptional cases, it may be considered that a child or young person is involved or potentially involved in supporting or pursuing extremist behaviour. This may be, for example, where the child is part of a family with known extremists (e.g. people who are currently subject to criminal proceedings or who have been convicted of terrorism related offences.) Where this is the case, a referral must be made to Children's Services under the Referrals Procedure and the police must be informed. Further investigation by the police will be required, prior to other assessments and interventions.

While the nature of the risk may raise security issues, the process should not be seen as different from dealing with the likelihood of significant harm or vulnerability due to the exposure to other influences. Consideration should be given to the possibility that sharing information about the concerns with the parents may increase the risk to the child and therefore may not be appropriate at the referral stage.

Consideration should also be given to the need for an emergency response - this will be extremely rare but examples are where there is information that a violent act is imminent or where weapons or other materials may be in the possession of a young person or member of his or her family. In this situation a 999 call must be made. Where there is involvement as a result of the concerns, any provision of services should be subject to regular reviews until it is deemed appropriate to end the agreed response.

#### **4.4 Assessment**

The Early Help process remains the primary vehicle for assessing vulnerable young people, including those who may be vulnerable to violent extremist messages. However, where a referral is made to Children's Services, given the complexity of this issue and the need to access materials that may only be available within the appropriate Counter-Terrorism Unit, cases will be subject to an initial Vulnerability Assessment as identifying vulnerabilities is necessary for effective intervention and the understanding of individual risk management.

Information received from the Channel Team will be used to guide the decision-making process. Most children and young people do not become involved in violent extremism.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism. Therefore, in many cases interventions identified through the Channel process may not appear to be specific to the threat of radicalisation. For example, they might relate to other needs of the individual such as in respect of mental health support, housing, relationships, offending behaviour or drug and alcohol issues. There may however sometimes be a need for specialist interventions in relation to de-radicalisation and disengagement. These will be commissioned as required

#### **4.5 Understanding and Recognising Risks and Vulnerabilities of Radicalisation**

Children and young people can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young



person at risk of being drawn into criminal activity and has the potential to cause Significant Harm. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators of an individual becoming radicalised include:

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

Research shows that indicators of vulnerability which may make an individual susceptible to being radicalised can include:

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of civic life;
- Criminality - Experiences of imprisonment; poor resettlement/reintegration; previous involvement with criminal groups.
- Being in contact with extremist recruiters;
- Articulating support for violent extremist causes or leaders;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of exploitation for the purposes of violent extremism.

#### **4.6 External Speakers and Events**

The Government Prevent Duty Guidance, September 2023, requires Colleges to ensure they have risk assessment processes for speakers and ensure those espousing extremist views do not go unchallenged.

This procedure is on the staff Intranet

All concerns should be reported to the Designated Safeguarding Lead and Single Point of Contact Kim Vaughan 07741 165217

Police Anti-Terrorist Hot Line number 0800 789 321 and text phone 0800 032 539

#### **4.7 Allegations made against teachers, including supply teachers, other staff, volunteers and contractors**

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues and where it is alleged that anyone working in the college has:

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

All concerns must be shared with the DSL in the first instance.

Concerns regarding the Principal should be made to the Nominated Governor and the DSL.

If it becomes necessary to consult outside the College, the DSL will refer to the Local Authority Designated Officer (LADO).

Initial Assessment by the Assistant Principal Human Resources (APHR)

- The APHR should make an initial assessment of the allegation, consulting with the DSL, the Designated Governor and the SSCB. Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the SSCB.

It is important that the APHR does not investigate the allegation. The initial assessment should be based on the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child or vulnerable young person. The matter should be addressed in accordance with the College disciplinary procedures.
- The allegation can be shown to be false because the facts alleged could not possibly be true.

#### **4.8 Enquiries and Investigations**

- Child protection and vulnerable adult enquiries by social services or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection and safeguarding agencies, including the police, have no power to direct the College to act in a particular way; however, the College should assist the agencies with their enquiries.
- The College shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.
- If there is an investigation by an external agency, for example the police, the DSL should normally be involved in, and contribute to, the inter-agency strategy discussions. The DSL is responsible for ensuring that the College gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The DSL shall advise the member of staff that he/she should consult with a representative, for example, a trade union.
- Where an allegation is made against a supply teacher, the Designated Safeguarding Lead will immediately contact both the agency concerned and the LADO. The College will continue to support any investigation that is required.

Subject to objections from the police or other investigating agency, the DSL shall:

1. Inform the child/children/vulnerable adult or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
2. Ensure that the parents/carers of the child/vulnerable adult making the allegation have been informed that the allegation has been made and what the likely process will involve.
3. Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
4. Inform the designated governor of the allegation and the investigation.
5. The DSL shall keep a written record of the action taken in connection with the allegation.

#### **4.9 Suspension of Staff**

Suspension should not be automatic. In respect of staff other than the Principal, suspension can only be carried out by a member of the Executive Leadership Team. In respect of the Principal, suspension can only be carried out by the Chair of Governors (or in his/her absence, the Deputy Chair). Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example: where a child/vulnerable adult is deemed to be at risk; where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct; where necessary for the good and efficient conduct of the investigation. If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.

If the member of the Executive Leadership Team considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day. Where a member of staff is suspended, the following issues should be addressed:

- The Nominated Governor should be notified
- Where the Principal has been suspended, the Chair or Vice Chair of Governors will need to take action to address the management of the College.
- The parents/carers of the child making the allegation should be informed of the suspension.
- They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension.
- Senior staff who need to know of the reason for the suspension should be informed.
- depending on the nature of the allegation, the Principal should consider with the nominated
- Governor whether a statement to the learners of the College and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.
- The Executive Leadership Team member who authorised suspension shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The SSCB and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

- The suspension should remain under review in accordance with the College disciplinary procedures.

#### **4.9.1 Allegations Without Foundation**

False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the SSCB in order that other agencies may act upon the information.

In consultation with the designated Governor, the DSL shall:

- Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration will be given to offering counselling/support.
- Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- Where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.
- Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

The Designated Safeguarding Lead is Kim Vaughan

The Deputy Designated Safeguarding Leads are Nicola Truman and Ali Hanson

The Nominated Governor is **Tim Legge**

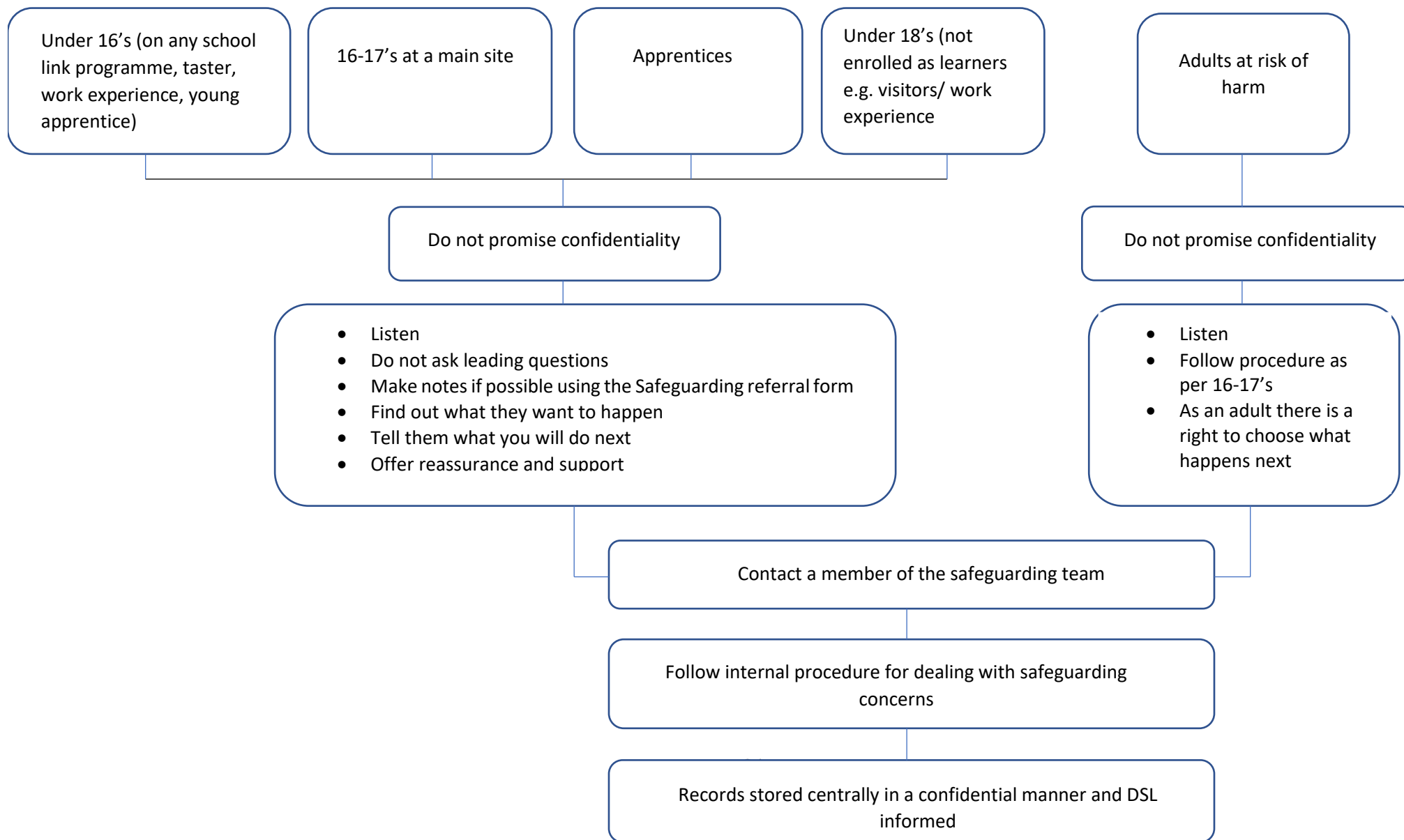
## **5.0 Monitoring, Review and Responsibility**

**5.1** This policy/procedure will be reviewed by the Board every three years.

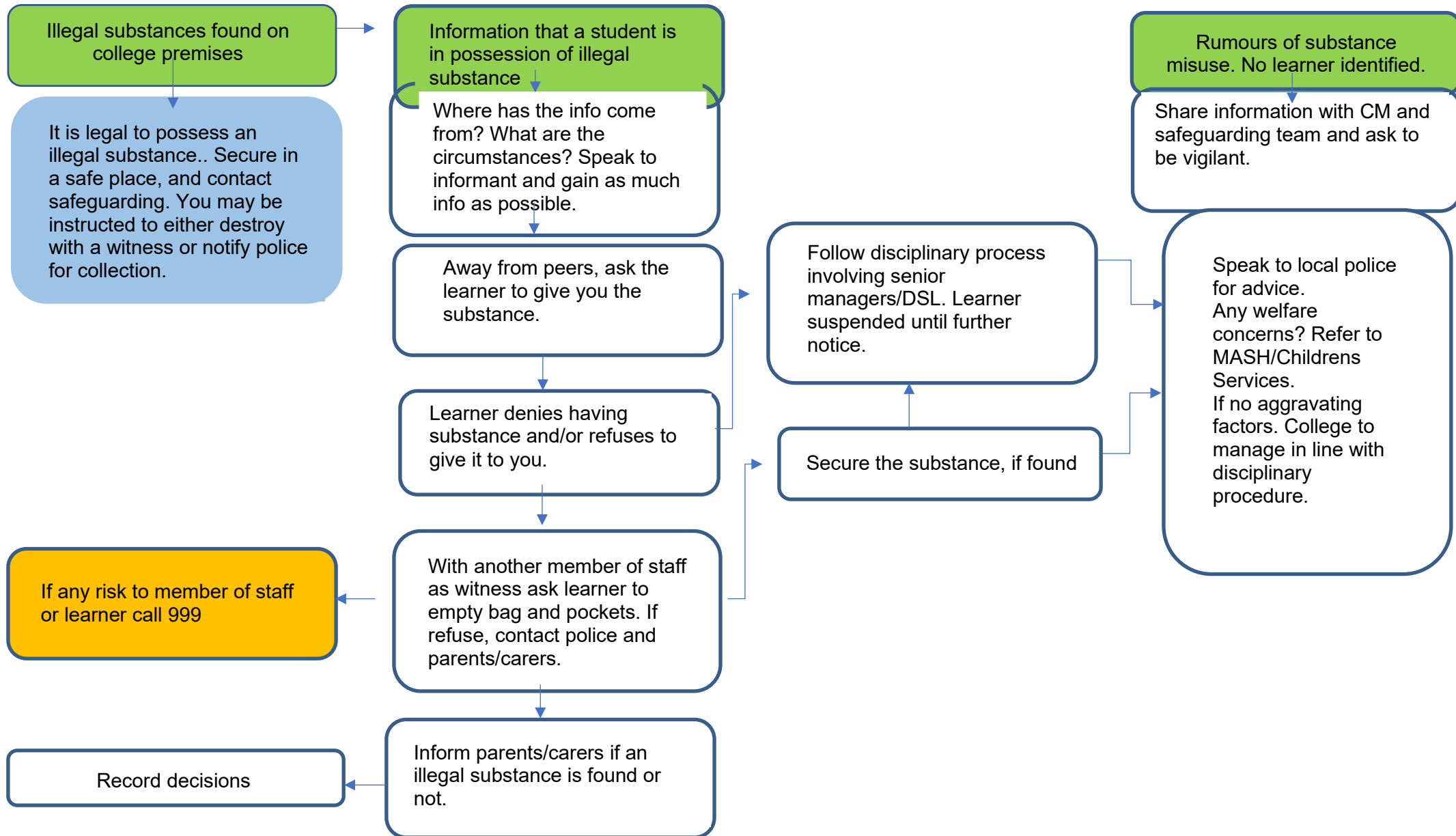
**5.2** The internal monitoring of the implementation of this policy will be the responsibility of the Assistant Principal of Learner Services.

## Appendix 1

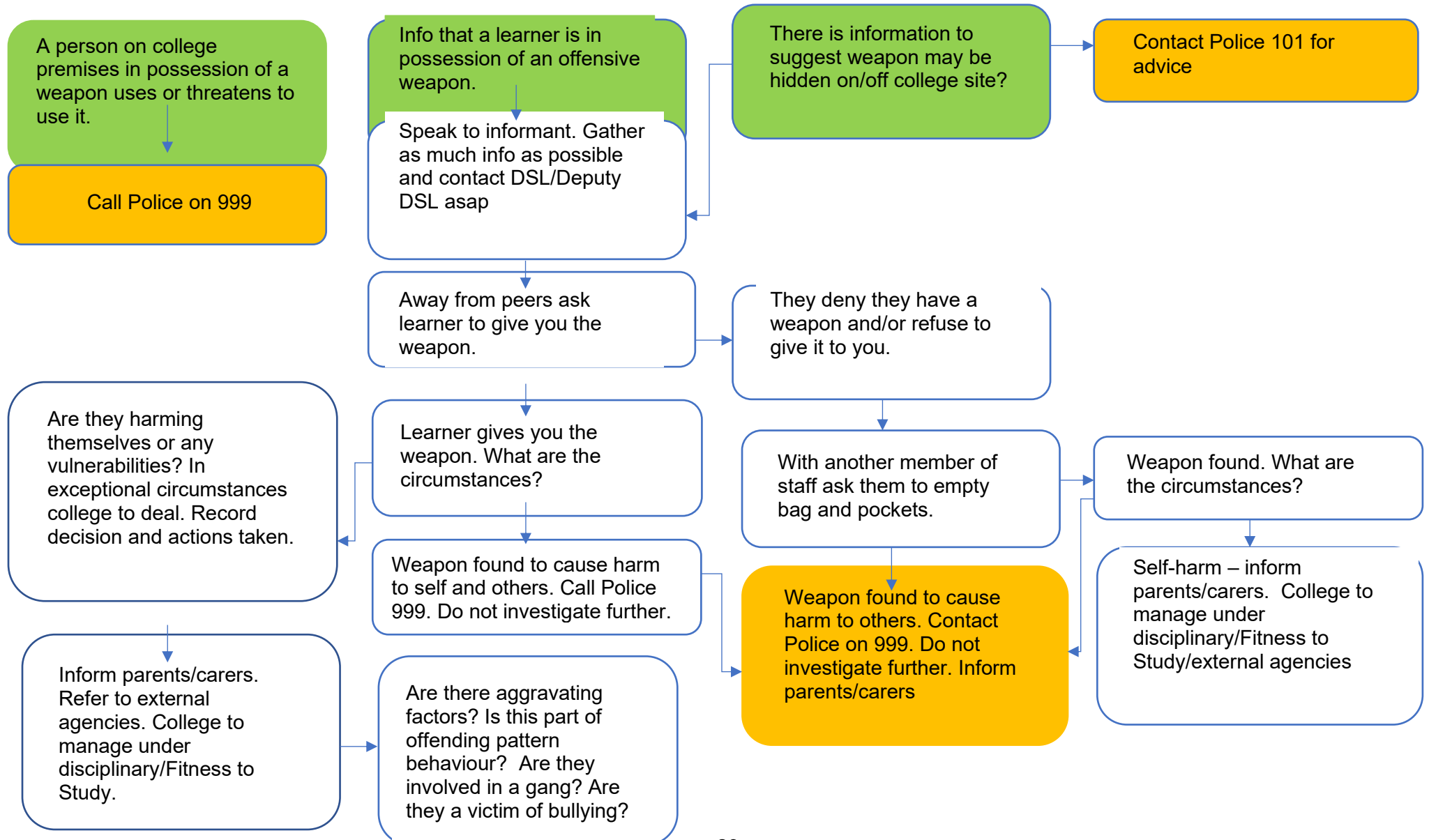
### Dealing with a Disclosure of Abuse and Procedure for Reporting Concerns



## Illegal Substances/Drugs – Referral Process

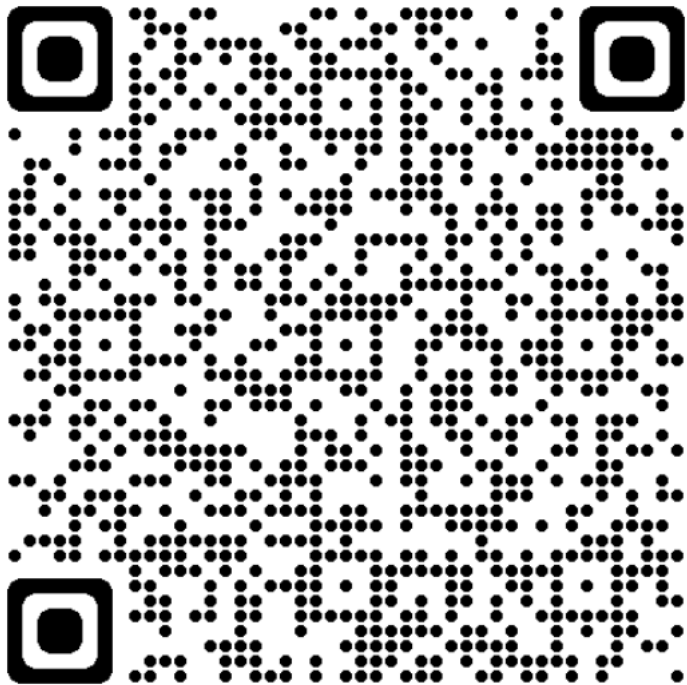


## Weapons – Referral Procedure



## APPENDIX 2 – Link to make an appointment with mentor

Learners and staff can also make direct safeguarding/mentoring appointments using this link. The link will give learner access to the mentors diary to select the most convenient appointment time:- <https://outlook.office365.com/book/TamworthMentoring@southstaffs.ac.uk/> or by using QR code below:-



Non-urgent safeguarding concerns should be emailed to [safeguarding@southstaffs.ac.uk](mailto:safeguarding@southstaffs.ac.uk)



## **APPENDIX 3**

### **SAFE WORKING CODE OF CONDUCT – NOTES FOR STAFF GUIDANCE**

#### **Introduction**

South Staffordshire College seeks to provide a safe and supportive environment where the welfare and health and safety of students is paramount. Staff should act professionally at all times, but we recognise that tensions and misunderstanding can occur in the context of interaction between staff and students. This guidance aims to help staff safeguard students and reduce the risk of conduct which could be mistakenly interpreted as improper and lead to allegations being made against individuals.

#### **Principles**

- Staff are responsible for their own actions
- Staff should be seen to work in a transparent way
- All staff should report any incident which may give rise to concern to a senior member of staff.
- All staff and work placements providers should be aware of and follow the College's safeguarding procedures
- Staff who breach this code of conduct may be subject to the College's disciplinary procedures.
- Serious breach of this code may result in a referral being made to an external or statutory agency such as the local authority Social Care Team or the Police.
- All work placements providers should report any incidents which may give rise to concern to a senior member of staff.

#### **Duty of Care**

All staff have a duty of care to keep students safe and are accountable for the way in which they use their authority and position of trust. This duty can be best exercised through the development of caring but professional relationships. Staff should avoid situations where their motives can be questioned.

If concerns or incidents arise staff are to:

- report incidents causing concern;
- record discussions and actions taken.

#### **Confidentiality**

Staff should never share information about students in a casual manner or allow student access to staff computer user privileges. Concerns about child protection issues should be reported to the Designated Safeguarding Lead.

Staff responsibilities:

- Never give out your own personal details or a student's personal details to students
- Do not give out a student's email address to other students
- Log off or lock your computer whenever leaving your computer unattended
- Do not allow students to use your computer unless you have logged off.

#### **Behaviour**

Staff should adopt high standards of personal conduct at all times.

- Do not swear or use offensive or discriminatory language
- Do not use demeaning or racist comments (directly or indirectly)
- Never make sexual remarks to a student or discuss personal sexual relationships
- Never make suggestive or derogatory remarks or gestures in front of young people
- Avoid any communication which could be interpreted as sexually provocative
- End the discussion if it becomes uncomfortable or embarrassing
- Never make personal comments which humiliate a student or may seem to do so
- Dress in a manner which will avoid inappropriate comments
- Follow the ICT safety policy and report any breaches
- Never act in a way that can be perceived as threatening

- Under no circumstances should staff access inappropriate images at College
- Storing or disseminating such material is illegal and if proven will lead to the person being barred from working with young people.

### **Social Contact**

Staff should never make contact with a student outside of College for the purpose of friendship.

- Do not accept gifts that could be construed as bribes
- Never give out personal contact details, mobile phone numbers or personal email addresses
- Report any suspected infatuation
- Report any situation which you may feel compromises your professional standing.

### **Physical Contact, Intervention and Control of Students**

It is not necessary to have physical contact with students even when they are distressed, and this should be avoided at all times. Try to defuse a situation before it escalates.

### **Never endanger your own safety**

#### **One to One Situations**

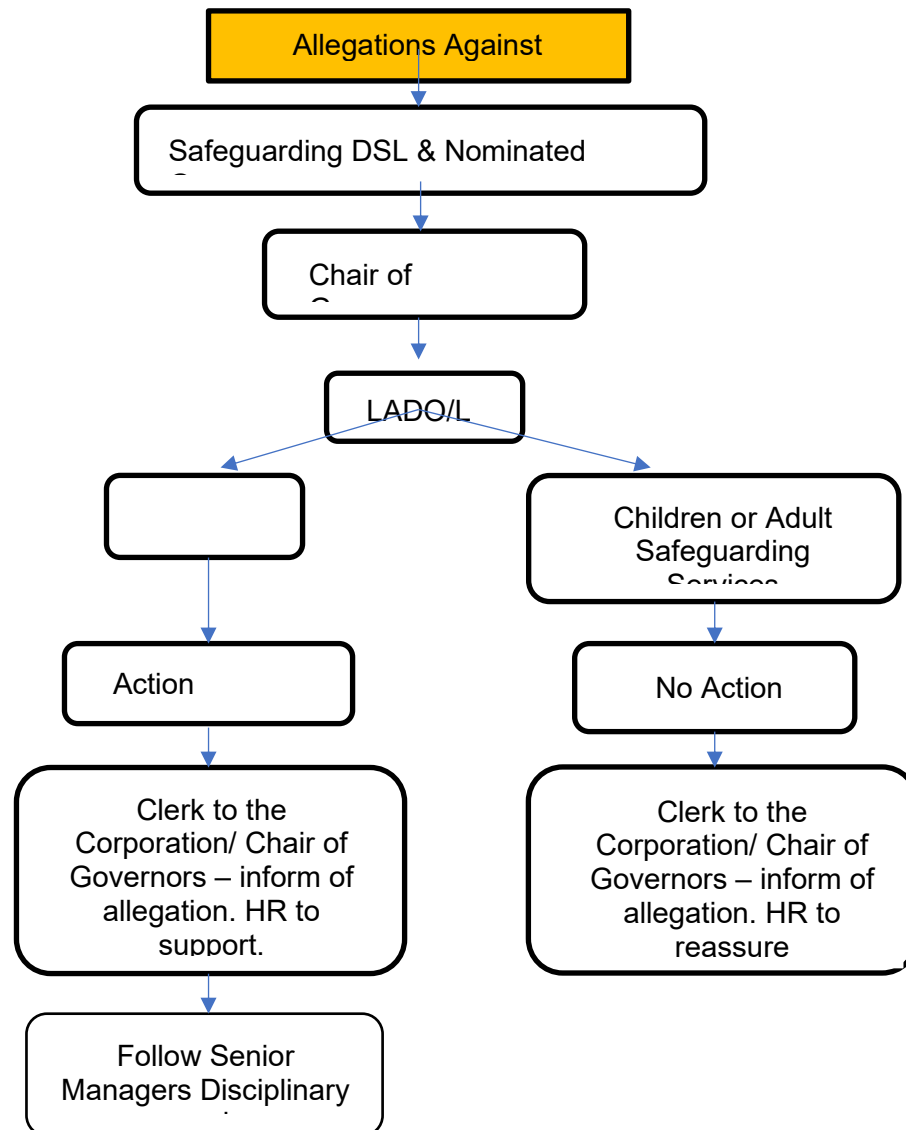
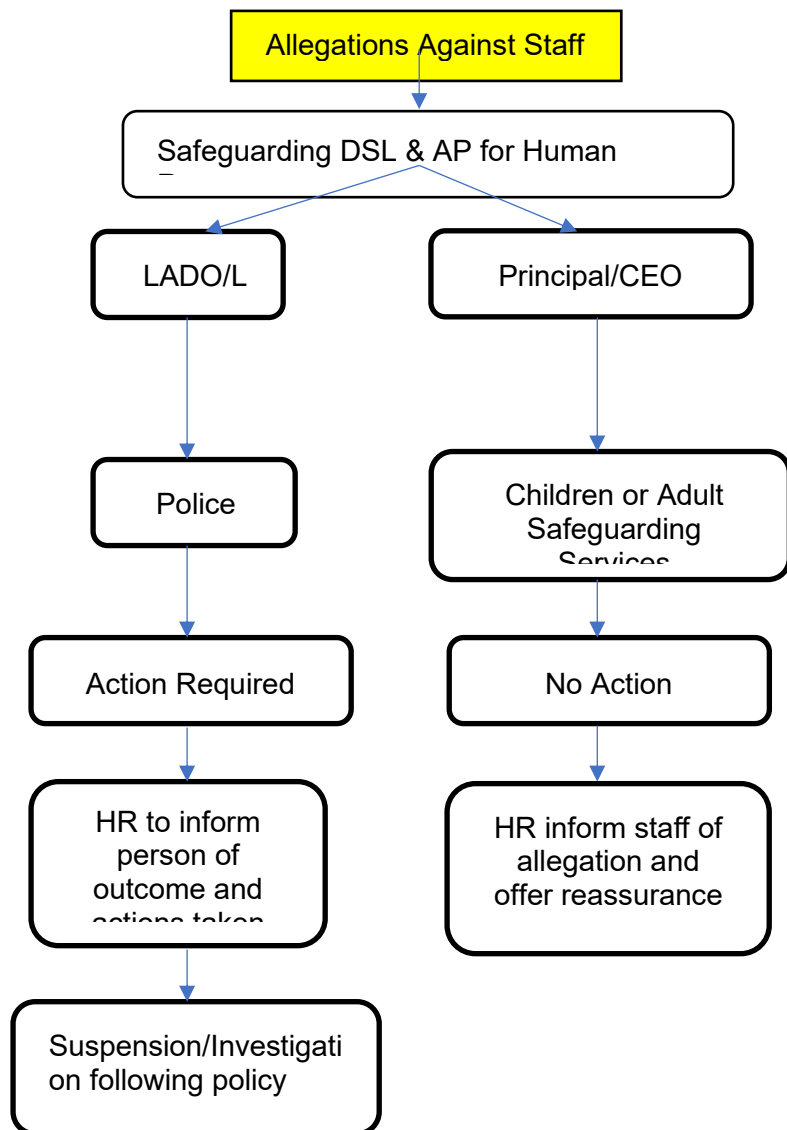
Staff are vulnerable to accusations when working alone with a student. If possible, leave the door open or use a room with a window in the door. Never meet a student away from College unless the Head of Faculty, or member of the Executive Leadership Team has given permission. Avoid travelling in a car with one student and inform someone if the situation is unavoidable.

#### **Educational Visits and College Activities**

Staff should take extra care in less formal situations and remember they are still in a position of trust.

## Appendix 4

## Allegations Against a Member of Staff



## **APPENDIX 5**

### **External Speakers Vetting Procedure**

#### **1. Policy Statement**

South Staffordshire College (SSC) is committed to creating an environment where everyone is treated with dignity and respect and where diversity is valued. This policy outlines the procedures relating to events involving the use of external speakers regardless of who is organising them.

It also details our approach to ensuring that we are protecting both staff and students and the reputation of SSC whilst following the legislation that we're responsible for upholding. This policy is written with reference to the Prevent Duty contained within Section 26 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities including Further Education Colleges, in the exercise of their functions, must have "due regard to the need to prevent people from being drawn into terrorism".

#### **2. Scope**

- To provide an environment where freedom of expression and speech are protected balanced with the need to ensure that the College is not providing a platform for extremist views.
- To provide clearly defined and effective procedures to ensure that the law is upheld.
- To collaborate with others to reach sound, evidenced judgments about proposed external speakers ensuring that the College can meet their legal obligations.
- To encourage and provide a balance of opinion at any academic discussion or debate
- To provide clear instructions for organising an event with external contribution e.g. speaker, representatives, film and guidance for researching an external speaker

#### **3. Freedom of speech and expression**

'Academic freedom' is a term used to describe the law that allows for open and honest debate in an academic context. The College will uphold the right to freedom of speech within the law.

#### **4. External speakers and their responsibilities**

An external speaker or visitor is used to describe any individual or organisation who is not a student or staff member for SSC or one of its contracted partners and who has been invited to speak to students and/or staff. This includes any individual who is a student or staff member from another institution. It also includes the main contact from any external venue hire client who is paying to use College facilities.

An event is any event, presentation, visit, activity or initiative organised by a student group/society, individual or staff member that is being held on the SSC premises or where SSC is being represented by a stand on non-College premises e.g. at an exhibition, school event or fair. It also includes events where external speakers are streamed live into an event

or a pre-recorded film is shown, or activity being held on SSC premises but organised by external venue hire clients

College premises or facilities must not be used to promote:

- opinions that are contrary to fundamental British values (democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths or beliefs)
- attacks upon members of the UK armed forces whether in the UK or overseas.

## **5. Guidance for SSC staff and students organising an event with an external speaker or venue hire client**

The Designated Safeguarding Lead must be informed of any events that involve external speakers through this procedure. A Director of Faculty (or more senior member of staff) must complete a risk assessment of a proposed event to assure compliance with the conditions in paragraph 4 (see appendix 5). No event involving any external speakers may be publicised or considered confirmed until the speaker has been cleared through the procedure detailed in this policy. This includes advertisement through any social media platform.

SSC reserves the right to cancel, prohibit or delay any event with an external speaker if the policy is not followed or if health, safety and security criteria cannot be met.

Any room booking/ event organisation with an external speaker involved must be made no later than 14 days before the date of the event. This is to allow for the organiser to have made adequate safeguarding checks as well as allowing time for alterations to the event if necessary. Any request made outside of this timeframe will be rejected unless there are extreme extenuating circumstances.

The individual/group organising an external speaker should conduct brief research into the proposed speaker. If in doubt as to the suitability of a speaker, they should refer the decision to the Designated Safeguarding Lead or Deputy Safeguarding Lead for a decision.

In making a decision the Safeguarding/Deputy Safeguarding Lead will have regard to whether any of the following apply:

- (i) The speaker is a person or belongs to a group on/or linked to the UK Government list of proscribed terror organisations  
<https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2> ;
- (ii) The speaker is known to have previously expressed views that would be in breach of the conditions in section 4,

The Safeguarding Lead/Deputy Safeguarding Lead may approve the event/speaker unconditionally, set conditions on the event/speaker or refuse permission for the event/speaker.

The External speaker consent form should be completed and forwarded to the DSL no later than 14 days before the planned event. The completed form should be forwarded to the Safeguarding Officer for logging on the Central Record.

Managers are responsible for ensuring that their staff team and students are aware of and

support the policy.

### Changes made from previous version of policy

Page	Summary of changes
9	<p>Inclusion of text with regard to four areas of risk regarding online safety - content, contact, conduct and commerce.</p> <p>The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: <b>content</b>: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories. <b>contact</b>: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes. <b>conduct</b>: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and <b>commerce</b>: risks such as online gambling, inappropriate advertising, phishing and or financial scams.</p> <p><b>Modern slavery</b> and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.</p>
9	<p><b>Inclusion of text:-</b></p> <p><b>Modern slavery</b> and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.</p> <p><b>Children susceptible to radicalisation into terrorism.</b></p> <p><b>Extremism</b> is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs</p> <p><b>Radicalisation</b> is the process of a person legitimising support for, or use of, terrorist violence. <b>Terrorism</b> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.</p> <p>Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. As with other safeguarding risks, staff should be alert to changes in</p>

	<p>children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.</p> <p>Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. The DSL/DDSL may be asked to attend the Channel panel to help with this assessment.</p>
Pg 9	<p><b>Inclusion of text:- Looked after children and previously looked after children.</b></p> <p>The most common reason for children becoming looked after is as a result of abuse and/or neglect. Appropriate staff have access to the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.</p>
26	<p>Removal of safeguarding referrals form 1 &amp; 2 as no longer in use. Inclusion of QR and link to make direct booking with mentor.</p>