

ST BRENDAN'S

SIXTH FORM COLLEGE

Safeguarding Young People and Adults at Risk Policy

Revision number	171801
Approved by ESW Committee	September 2017
Next review date	September 2018

Safeguarding Young People and Adults at Risk Policy

This Policy was developed in accordance with the principles of the *Children Act (1989 and 2004)*; the *Education Act (2002 and 2011)*; and *Education and Inspection Act 2006* the *Statutory Guidance: Working Together to Safeguard Children (2015)* and *Keeping Children Safe in Education (2016)*.

In accordance with the Counter-Terrorism and Security Act 2015, there is a statutory duty on colleges to “have due regard to the need to prevent people from being drawn into terrorism”. This is known as the Prevent duty. The process for concerns under this Duty will follow the Safeguarding referral route.

St Brendan’s Sixth Form College has a duty to ensure the safety and wellbeing of its young people and vulnerable adults.

All employees, workers, volunteers, and governors of and visitors to the College have a full and active part to play in protecting, safeguarding and ensuring the welfare of young people and ‘adults at risk’ and will work towards provide a caring, inclusive and safe environment that promotes the social, physical and moral development of all students.

The College will:

- provide a caring, inclusive and safe environment that promotes the social, physical and moral development of all students;
- make all employees, workers, volunteers, and governors of and visitors to the College aware of their responsibility to safeguard young people and vulnerable adults through the policy and procedures which will be made explicit during their recruitment, induction or reception processes;
- work to establish an ethos where young people are listened to, and heard, and where they feel that their views are valued;
- consult regularly with students through learner voice processes such as surveys, forums etc. and allow for confidential views to be expressed;
- ensure that all students are aware of who they can turn to if they have a concern;
- ensure that safeguarding is included in the induction for all students as well as an important part of the tutorial and RPE (Religion, Philosophy and Ethics) curriculums (including E-Safety, positive relationships, anti- bullying, equality diversity and inclusion);
- ensure that all employees, workers and volunteers are aware of the E- Safety guidance and safeguarding issues around the risk of use of mobile phones, social media, sexting etc.;
- where appropriate, obtain consent to share information from children and young people, however, there may be occasions where information is shared without consent to protect them from harm and will refer any concerns of significant risk to any child, young person, or vulnerable adult to Social Care or the Police as appropriate;
- work together with other agencies to ensure adequate arrangements are in place within the College to identify, assess and support children and young people and adults at risk of abuse;
- ensure the safer recruitment of staff and maintain a Single Central Record; and will
- work with internal processes and external professionals to ensure compliance with the Prevent Duty and protect students from the risk of radicalisation.

Associated policies and procedures include: Procedures for Safeguarding Young People and Adults at Risk, Safer Recruitment procedures, Whistleblowing Policy, Health and Safety Policy, Prevent Policy, Community Use Policy, Preventing Bullying and Harassment Policy

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Safeguarding Young People and Adults at Risk Procedures

Roles and responsibilities

The Board of Governors

The Board of Governors has particular responsibilities for safeguarding. They will annually review and approve policies, procedures and the annual report to ensure that the College:

- has a Safeguarding Policy (including Child Protection and Adults at Risk) and Staff professional Conduct Procedure;
- has a named Safeguarding governor with the relevant governor training
- raises awareness of all employees, workers, volunteers, visitors and governors of the need to safeguard children and young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse;
- creates an environment for students in which they feel safe, valued and respected, and where they know they will be listened to;
- supports students' development in ways that foster security, confidence and independence;
- aids the identification of children and young people and vulnerable adults at risk of harm, and provides effective procedures for reporting concerns as well as a systematic means of monitoring those deemed to be at risk;
- ensures that all employees, workers and volunteers are aware of how to raise safeguarding concerns about any adults in the College and how to report and deal with allegations of abuse against other members of employees, workers, and volunteers;
- ensures the safer recruitment of staff e.g. that those who have substantial access to children and young people have been checked as to their suitability (including verification of identity, qualifications, and a satisfactory DBS check), and that a Central Record is kept for Ofsted inspection purposes as well as internal audit processes;
- takes account of guidance issued by the Department for Education (DfE) and other relevant bodies and groups including the Bristol Safeguarding Children Board (BSCB) when developing its procedures and policies on safeguarding;
- ensures that the Safeguarding Policy and procedures are published on the College's external website and SharePoint;
- ensure that a member of the Senior Leadership/Management Team has a lead in safeguarding as the Designated Safeguarding Lead (DSL) and is appropriately trained (with refresher training every 2 years); and will
- ensure that all employees undertake basic safeguarding training during their induction, and at other times as appropriate, including information about how to make referrals, who to go to if they have a concern, and on understanding the signs and symptoms of abuse, and where relevant to their role have specific training on ESafety

Governors will have basic safeguarding training and enhanced DBS checks as required.

Safeguarding Governor

The Safeguarding Governor will have responsibility for liaising with the Principal and Designated Safeguarding Lead (DSL) over any relevant issues such as:

- Ensuring the College has procedures and policies in place that are consistent with the local Safeguarding Board procedures and are reviewed annually
- Ensuring that the Board of Governors is informed of how the College and its staff have complied with the Policy and training undertaken
- Overseeing the liaison between agencies, (as defined by local Safeguarding Board), in connection with allegations against the Principal or Designated Lead. (This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries)
- Attending any multi-agency meetings as required that may be organised by the LADO with the Principal, Designated Safeguarding Lead and Head of HR in respect of managing any allegations of abuse against staff of the College or workers and volunteers.

The Principal

The Principal is responsible for the implementation of the Safeguarding Young People and Adults at Risk Policy within the College. They will receive adequate training to familiarise themselves with child and adult protection issues and with their responsibilities and with the College procedures and policies, and will receive refresher training at least every 3 years. They will, either directly or through College structures:

- identify and remedy any weaknesses in safeguarding processes in a timely manner;
- ensure that the HR Manager, Designated Safeguarding Lead (DSL), SLT members and at least one member of the Governing Body have undertaken safer recruitment training with an accredited agency;
- ensure that the College operates safer recruitment procedures and that every recruitment panel includes a member trained in Safer Recruitment;
- ensure that the College has HR procedures in place for managing allegations of abuse against employees, workers or volunteers, and for making referrals to DBS (Disclosure and Barring Service) if a person engaged in regulated activity at the College has been dismissed or removed due to safeguarding issues, or would have, had they not resigned;
- ensure that consideration is given to teaching safeguarding as part of the curriculum e.g. through tutorials and RPE (Religion, Philosophy and Ethics);
- ensure that the DSL is given sufficient time to carry out their duties and that staff are released for necessary training and for multi-agency conferences concerning students at the College;

- ensure that, under safer recruitment practice, if an allegation is made against any employee, worker or volunteer past or present the matter is referred to the LADO and to the Chair of Governors;

Designated Safeguarding Lead (DSL)

A member of the Senior Leadership/Management Team will be appointed as the DSL and they will be supported by a deputy who acts in their absence. The DSL will take the lead responsibility for the implementation of the Policy, including raising awareness with employees, workers and volunteers about issues relating to the welfare of children and young people and adults at risk, and the promotion of a safe environment. The DSL will have Safeguarding and DSL duties in their job description.

The DSL is required to update their knowledge and skills and keep up-to-date with developments at least annually in safeguarding children and young people and adults at risk and will have received training on safeguarding issues and inter-agency working, as required by the Bristol Safeguarding Children Board, and will receive refresher training at least every 2 years. They will carry out an annual audit of safeguarding and will also provide an annual report to the Board of Governors setting out how the College has discharged its duties. The Annual Report will include a summary of any changes in procedure, any training undertaken by the DSL and staff, and the number of incidents and cases (anonymised). They are responsible for reporting deficiencies in procedure or policy to the Principal and Board of Governors at the earliest opportunity.

The DSL has specific responsibility for:

- Safeguarding and Child Protection within the College
- Ensuring at least Part 1 of Keeping Children Safe in Education is given to staff as recruited and Human Resources will ensure it is read and understood by all staff
- overseeing the referral of cases of suspected or alleged abuse to the Social Care Department of the Local Authority where the student is resident.
- leading on safeguarding information, and providing advice and support to other staff on issues relating to protecting children and young people and adults at risk;
- ensuring that a proper and confidential record is maintained of any Child Protection or Adult at Risk referral, complaint or concern (even where that concern does not lead to a referral) and ensuring that all such records are kept confidentially and securely separate from the student records until the young person's 25th birthday, and are copied to any schools or college when there is transition;
- ensuring that parents/carers of young people and adults at risk within the College are aware of the College's Safeguarding Young People and Adults at Risk Policy and that reference to the safeguarding procedures and the full Safeguarding Policy is available to students and parents\carers on the external College website and SharePoint;
- liaising with other agencies and professionals and the Local Authority (LA), the Bristol Safeguarding Children's Board and other children's safeguarding committees;
- ensuring that they attend case conferences, or other multi-agency planning meetings, contributing to assessments
- liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for the transfer of CP files

- ensuring that the College has a written Code of Conduct for staff that is issued to all staff;
- ensuring that employees, workers and volunteers receive basic training in safeguarding children and young people and adults at risk and are aware of the College's policies and procedures.
- Ensuring students are protected from the risk of radicalisation and staff and students are aware of the Prevent Duty and monitors and actions any risk through audit and practice
- Ensuring that a Safeguarding lead is available for contact during and outside of College hours during term time

The DSL will also act as the Special Educational Needs Coordinator for the College and will be the Designated Person for Children in Care, ensuring that they are safeguarded and coordinating joint work with the Bristol and BANES virtual school.

The DSL will have a Deputy DSL who will be ensure safeguarding and child protection cover is in place during the absence of the DSL. The Deputy must be appropriately trained. The responsibility for safeguarding and child protection remains the overall responsibility of the DSL.

Safeguarding Committee

Operationally, safeguarding will be managed within the College through the Safeguarding Committee, which will meet at least 3 times a year and will be chaired by the DSL. The Committee report to the Senior Leadership Team. The responsibilities of the Committee are to:

- monitor the implementation of safeguarding policies/procedures and plans;
- review the Prevent Action Plan
- identify any areas of concern relating to safeguarding practice and to make recommendations actions to address them;
- ensure that staff are, and feel, adequately trained in safeguarding and are kept up to date with any changes in legislation or national developments in practice;
- learn from local and national events and cases;
- identify any trends in reporting so that preventative action can be taken in the future;
- ensure that the views of staff and learners are regularly sought in a range of different ways and that they feel the college is a safe place; and to
- act as champions for safeguarding in their area and disseminate key issues or changes in practice to team meetings.

Extenuating Circumstances Panel

An Extenuating Circumstances Panel (**HELP**), which is chaired by the DSL will manage students with complex support needs. It will meet at least every 2 weeks, to discuss any students for whom there are potential safeguarding issues and/or who are causing concern.

Academic Mentors, the Learning Development Team Manager, the Senior Learning Support Assistants and the College Psychotherapist will also have specific training on identifying

safeguarding issues and the referral processes, as they may often be the initial point of disclosure for students. They may take the lead on supporting individual students about whom there are concerns, including attending review meetings and the Extenuating Circumstances Panel as appropriate.

Safeguarding - operating principles

Supporting children and young people

The College will do all it can to support those who have been subject to abuse. In order to do this effectively we will:

- recognise that any student who has been abused or witnesses violence or been subject to radicalisation may feel vulnerable.
- Understand and recognise that young people with Special Educational Needs or disabilities are more likely to be abused or neglected.
- be cognisant that College life may provide the only stable feature in the lives of students who have been abused or are at risk of harm;
- offer a range of support e.g. additional 1:1s with AM's, regular support meetings with the Senior Learning Support Assistant or Head of Learning Development and Safeguarding, access to the Psychotherapist or signposting to relevant external agencies;
- ensure that the tutorial programme includes content relating to safeguarding, healthy relationships and developing positive self-esteem;
- provide additional support through their transition into College (in partnership with the school and other agencies) and transition to their next destination.

All employees are responsible for safeguarding children and young people and adults at risk, and should raise any concerns with the DSL or the Deputy DSL. They should also share any safeguarding concerns relating to adults in the College with the DSL or the Principal. Should staff consider that a child is in immediate danger then they may refer concerns directly with Social Care using the early help team, for Bristol students the contact number is 0117 903 6444.

All employees, workers and volunteers should sign a statement to say that they have read and are aware of their contents of the Keeping Children Safe in Education and the Acceptable Use of IT Policy. They should all also receive a copy of the College's Code of Conduct and the Maintaining Professional Boundaries and Safe Working Practice guidance.

All employees, workers and volunteers should receive appropriate safeguarding training and updates at least annually. Further information is available in Keeping Children Safe in Education. Appendix 4 to this document also has further information on specific safeguarding issues

- Bullying including cyberbullying
- Child Sexual Exploitation
- Honour based violence
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence
- Mental health
- Sexting
- Trafficking
- Prevent Duty

Confidentiality

We recognise that all matters relating to Child Protection and Adults at Risk are confidential, and the DSL will disclose information about a student on a need to know basis only (i.e. where there is a legitimate and clear purpose for sharing).

Where appropriate, consent to share information will be sought from young people, however, there may be occasions where information is shared without consent to protect them from harm.

All employees, workers and volunteers will be made aware of the parameters of confidentiality, and that they have a responsibility to share information with other agencies in order to safeguard students.

Employees, workers and volunteers cannot promise a student to keep a secret that might compromise their safety or well-being.

We will always undertake to share our intention to refer a young person to Social Care with their parents/carers, unless to do so would put the student in greater risk of harm or would impede a criminal investigation. If in doubt, we will consult the relevant Social Care Department for advice.

Whistle Blowing

All employees, workers and volunteers must 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. If it becomes necessary to consult outside the College, the DSL will consult with the LADO (Local Authority Designated Officer).

Whistle Blowing regarding the Principal should be made to the Chair of Governors whose contact details are available from the Principal's PAs.

The NSPCC has a whistleblowing helpline for professionals who have concerns about how child protection issues are being handled in College. Staff can contact them direct on 0800 028 0285.

Preventing Bullying and Harassment Incidents

The College has separate and clear policies on preventing the bullying and harassment of students and staff, including the processes for recording any incidents. We recognise that some incidents of harassment may need to be considered under the Safeguarding Policy or disciplinary processes and may need to be referred to external agencies.

All staff should recognise that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include bullying, cyberbullying, gender based violence/sexual assaults and sexting.

Visitors and volunteers

All expected visitors must be notified to Reception and Security, and must sign in at Reception, where they will be given information about our Safeguarding Policy. No visitors or 'supervised' volunteers should be left unsupervised in the College apart from the DBS checked peripatetic teachers and those non-supervised volunteers who have been DBS checked and inducted (a list of these will be held by the HR Assistant).

Support for Staff

Employees, workers and volunteers at the College who become involved with a Child Protection issue may find it distressing and upsetting. Support can be provided through the DSL, Occupational Health or Employee Assistance Programme (EAP).

Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

If a young person or adult at risk tells you as member of staff about possible abuse you should:

- Listen carefully and stay calm.
- Do not interview the young person or adult at risk, but question normally and without pressure, in order to be sure that you understand what the young person or vulnerable adult is telling you.
- Do not put words into the young person's or adult's mouth.
- Reassure the young person or adult that by telling you, they have done the right thing.
- Inform the young person or vulnerable adult that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter

Staff should not investigate concerns or allegations themselves, but should report them immediately to the DSL.

Make notes of the main points carefully using the College Safeguarding Referral Form (Appendix I). Make a detailed note of the date, time, place, what the young person or vulnerable adult said and did and your questions etc.

Take the College Safeguarding Referral Form **in person** to the DSL. **Do not email or post the form.**

Domestic Violence disclosures

The DSL will receive notices direct from the Safeguarding in Education Team, via secure email, Police reports of any domestic abuse situation where the young person is a student at this college.

These reports are shared under a confidential status and can only be shared with staff indicated on the flow chart (see Appendix 3).

Designated Staff with Responsibility for Safeguarding Children and young people and Vulnerable Adults

The Safeguarding Governor is Peter Mclean (to be contacted through the Principal's PA).

The DSL is the Head of Safeguarding & Learning Development.

The Local Authority Designated Officer (LADO) (Acting) for Bristol is: Nicola Laird

Tel: 0117 903 7795 Mob: 07795 091020 Fax: 0117 9037153

The Principal (as case manager) and DSL must be contacted in respect of any allegation of abuse against employees, workers, volunteers or governors at the College whether past or present.

The Head of HR will follow its Managing Allegations of Abuse Against Staff Policy for current staff and may be required to attend at any multi-agency meetings organised by the LADO.

The DSL has responsibility for informing and liaising with the LADO regarding any allegations against College staff.



St Brendan's Sixth Form College Safeguarding Referral Form

This form should be used when a student discloses to any member of staff or volunteer that they or another student, or another child they are aware of, is suffering from, or is at risk of, abuse (defined as 'significant harm'). This also includes any student being referred to their GP, Social Care, CAMHS, Police or other agency for safeguarding reasons by the College.

1. Name of referrer:

2. The Student

Name:

Student Number:

Phone/mobile:

AM:

3. The issue (Record of conversation - use continuation sheet if necessary):

- Record on the next page what was said by the student and by you
- Include as much detail as you can about any perpetrator
- Use the exact words and phrases used by the student
- Clearly distinguish between fact, observation, allegation and opinion
- Note the non-verbal behaviour and the key words in the language used by the student

Record of disclosure:

Did you explain that you would have to share this information with the Designated Safeguarding Person and who else might receive this information and why (please circle)?

Yes / No

Signed.....Time and
date:.....

Ensure the student is safe and being cared for before you leave them, and be clear what you have agreed about contacting them.

This form and any notes taken must be passed to the Designated Safeguarding Lead, as soon as possible and in any event no later than the end of the timetabled day. Please contact them in person not by email.

If the allegation or complaint is made against the Designated Safeguarding Lead, this information should be passed directly to the Principal.

Do's and Don'ts

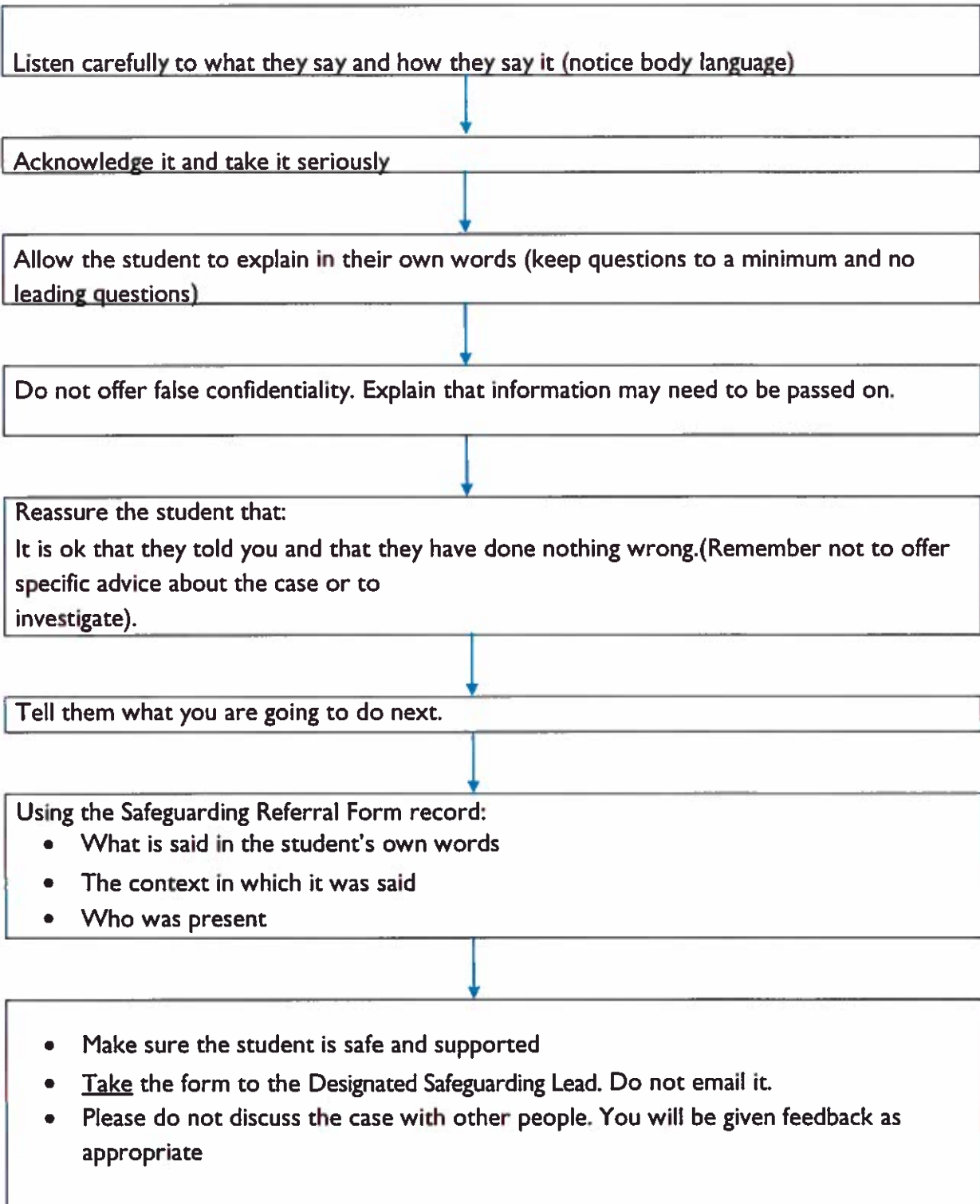
Do:

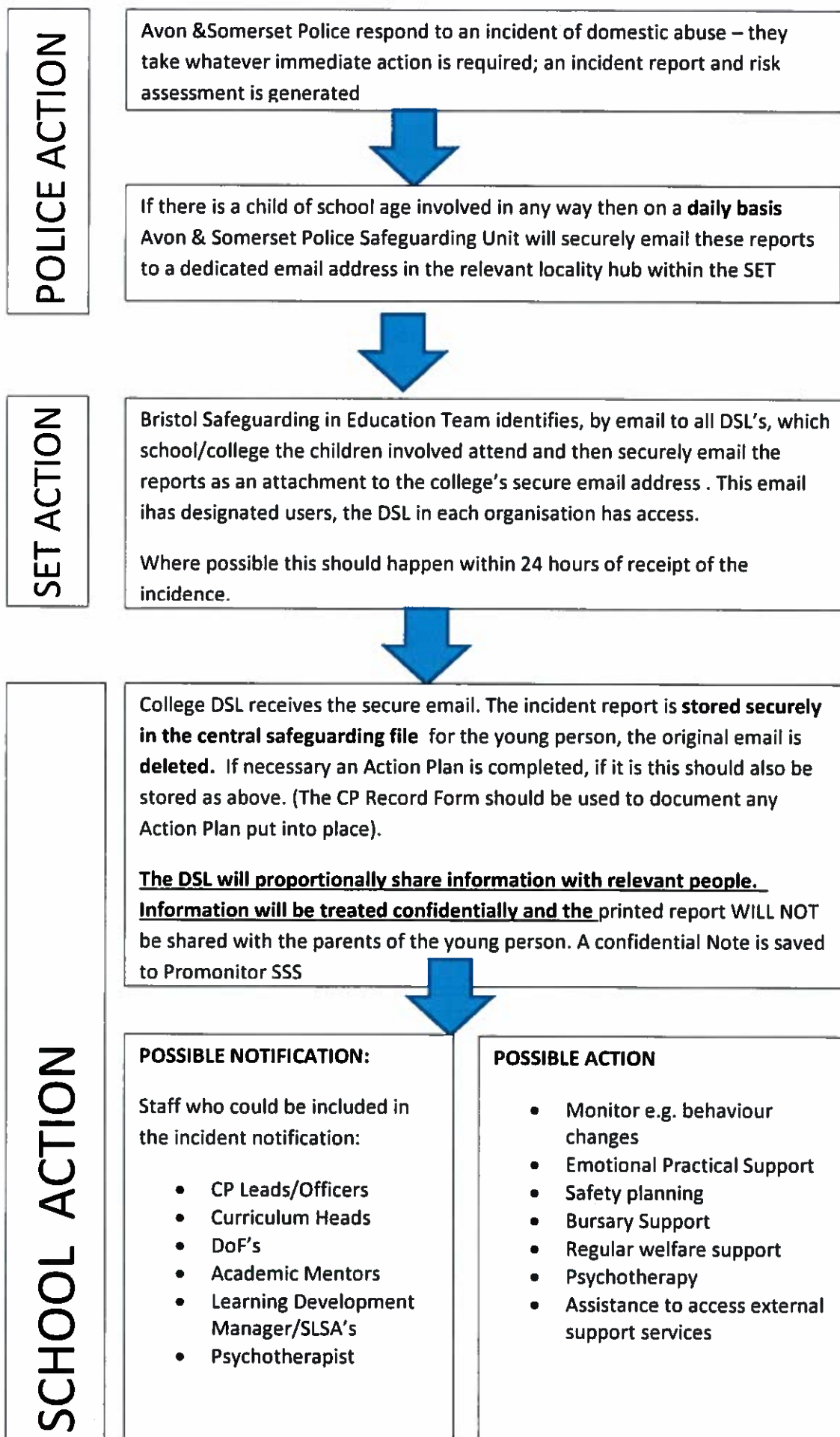
- Allow the pace of the conversation to be dictated by the student
- Ask neutral questions which encourage the student to talk such as "Can you tell me what happened?"
- Accept what the student says and do not ask for further detail
- Acknowledge how hard it was for them to tell you
- Reassure the student that they have done the right thing
- Explain whom you will have to tell (the Designated Safeguarding Lead) and why

Don't:

- Interrogate or pressure the student to provide information
- Ask any questions that start with the words, how, what, when, where and why
- Criticise any perpetrator
- Promise confidentiality or make promises that you cannot keep such as "It will be alright now"

If a student discloses an alleged incident of abuse, (whether current or historical)





Appendix 4: Definitions of Abuse:

The diagnosis of abuse is complicated even for experts. **It is not the role of staff to define abuse or attempt to decide whether or not a young person or adult at risk has suffered abuse within these categories.** However, an understanding of the categories, is important to enable staff to recognise symptoms of abuse. The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2015). The Board of Governors recognises the following as definitions of abuse:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Financial or material abuse

Financial or material abuse involves the theft or misuse of a child or vulnerable adult's money, fraud or extortion.

Discrimination

Discrimination or harassment based on someone's protected characteristics can, in some situations, become a form of abuse.

Institutional Abuse

Institutional abuse is where a service providing institution has policies and practices that deny the children or vulnerable adults their dignity or assert power and create a climate where the forms of abuse listed above are allowed to continue.

Recognising Possible Indicators of Abuse in Children and young people:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but they must be regarded as

indicators of the possibility of significant harm and justify the need for careful assessment and discussion with Designated Safeguarding Lead, (or in his/her absence the deputy), and may require consultation with and / or referral to Social Care. The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship, the young person may appear frightened of the parents/carers and act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's
 - episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents/Carers are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help")
 - and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children and young people can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non- mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Children and young people of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the young person discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour or conversation

- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Children and young people

The boundary between what is abusive and what is part of normal youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- Young Person seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of young person to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for long periods

Appendix 5: Safeguarding Vulnerable Young People

Some children and young people are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from Social Care or other agencies in order to overcome problems or keep them safe. The following has been written to help College staff recognise those children and young people.

Children and Young People at Risk of Sexual Exploitation

Child Sexual Exploitation (CSE) and Trafficking 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 children and young people may have been illegally brought into the UK for the purposes of commercial gain, for example as domestic servants or forced labour. They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. To avoid suspicion, traffickers may enroll a young person child on entry to the UK posing as a family member but remove them from school/college shortly after. Staff need to be aware of any child who suddenly "disappears" off the college roll with no prior explanation, or if we have applications for a place at the college for several unrelated children and young people from the same address. Any concerns about a Young Person should be notified to the DSL

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Staff need to be alert to the possibility of a child/young person being at risk of HBV, or already having suffered HBV.

Girls or Young Women at Risk of Female Genital Mutilation (FGM)

FGM is a cultural practice that involves a procedure to remove part or all of a young girl's female genital organs. UK law regards FGM as violence against women and girls and forbids the practice in the UK or the removal of a woman or girl to another country for the purpose of carrying out the procedure.

The practice of FGM can be found mainly amongst communities from sub-Saharan Africa but can also be practiced in communities from the Middle East and Asia. The procedure can be carried out at any age from birth onwards but the average age tends to be 10 to 12

years. FGM is different from male circumcision as it can cause long term mental and physical suffering, difficulty in giving birth, infertility and even death.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1: Clitoridectomy – partial/total removal of clitoris

Type 2: Excision – partial/total removal of clitoris and labia minora

Type 3: Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4: All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM cannot be justified as a cultural or religious practice and leaders of all the main faiths have spoken out against it. However, it is carried out due to beliefs that the:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfills a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the Young Person's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a girl has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

For girls who have already had the procedure, staff should be aware of girls returning from a long period abroad and any noticeable changes in behaviour or health difficulties related to this.

Teachers now have a statutory duty to report any FGM concerns directly Social Care immediately, especially if the girl has younger female siblings, the Duty also gives states that if there is imminent risk of the family leaving the country the Police should be informed without delay

Children and Young People at Risk of Forced Marriage

Forced marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Under the Anti-social Behaviour, Crime and Policing Act 2014 it is a criminal offence to force someone to marry.

This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- breaching a Forced Marriage Protection Order is also a criminal offence-these are civil orders to protect someone

The Forced Marriage Protection Order of the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted.

Any young person who is being forced into a marriage will be classified as a victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community.

The Forced Marriage Unit of the Foreign and Commonwealth Office has issued guidance for agencies on what action to take when there is reasonable cause to believe a young person may be being forced into marriage, and they should be notified if there are any concerns. Chapter 7 deals exclusively with the role of schools/colleges.

Where staff are concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, they should not attempt to intervene directly or through a third party but should notify the DSO immediately. The family should not be notified of College actions or approached in any way.

It should be borne in mind that both young men and women can be at risk in some ethnic groups.

Domestic violence, Gender-based violence/violence against women and girls (VAWG) and teenage relationship abuse involves any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships

Children and Young People at Risk from Gang Activity or Serious Youth Violence

Some children and young people may be at risk either because they are involved in gang activity or because they become a victim of gangs. Gang members may also be putting younger siblings at risk of violence from rival gangs, or younger siblings may be being groomed into the gang culture. Female siblings in particular may be at risk of sexual exploitation or sexual violence.

Young carers

Young carers are children and young people who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a young person of their age. This may be due to parental disability or ill health or alcohol or drug misuse. Being a young carer can severely restrict a student's life and can lead to poor educational outcomes and social isolation. If there are concerns about a student believed to be a young carer, they should be referred to the Head of Safeguarding and Learning Development who can refer the student on for services and support.

Children and Young People in Care or Care Leavers

Children and young people in Care or Care Leavers can be vulnerable to abuse and are sometimes targeted for exploitation, particularly if they are in residential settings. Sometimes being a victim of abuse is what took them into the care setting originally, and so the College needs to be aware of the requirement for particular targeted support.

The Head of Safeguarding and Learning Development is the designated person for Children and young people in Care and will co-ordinate the work with other agencies (e.g. Social Care) to ensure they are supported appropriately. Their Personal Educational Plans (PEP's) will state the actions that are required to ensure we meet their academic and Pastoral Support needs.

Prevent Duty

The College is aware of its responsibilities under the Counter Terrorism and Security Act

2015, specifically Section 26, and the Prevent Strategy to safeguard young people who are at risk of radicalisation by identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our students to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our students and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals.

Appendix 6

Guidance on how to Deal with a Request from the Police or Social Services for information about a Student/member of staff or a Request to Contact a Student /member of staff

Background

Requests for information about a students or staff may be received from external agencies (particularly the Police or Social Services). It is important that requests are handled in line with the Data Protection Act and our own Safeguarding procedures – it should not be assumed that external agencies are aware of these protocols.

Requests for information

All enquiries from external agencies relating to a student should be passed to the DSO. Any calls relating to a staff member should be passed to the Vice Principal or the Head of HR Manager.

Details of the name and ID number of the Police Officer or Social Services Officer must be recorded on the attached form together with the nature of the information requested, police station or Social Services area office telephone number.

Information must not be provided at the initial telephone conversation.

A return call should be made to the named police officer to confirm identity.

Police/Social Services should provide an official 'Request for disclosure of personal data form' Details of all information provided must be stored with either the Head of HR or DSO.

Visits by Police or Social Services officers to request information or to see individual student(s)/staff

Police/Social Services officers must be directed to Reception.

The Receptionist should enquire as to the nature of the visit.

Unless the purpose of the visit is of a sensitive nature, the Police/Social Services officer(s) should be asked to wait in Reception whilst the appropriate member of staff is located.

If the visit is related to a sensitive staff or student matter, the Police/Social Services Officer/s should be asked to wait in reception by the receptionist and the DSO or Principal should be contacted as appropriate to the matter. If it is a police matter the name and ID of the officer(s) should be recorded.

Interviews

If an interview with a student is required, the Police/Social Services Officer(s) must be asked to wait in an appropriate office (DSL's or Principal's office) and then contact made with the student. In all cases, with the agreement of the student, the DSO or a senior manager should be in attendance during the interview. If the student is under 18 their parents/NoK should be informed by the student if appropriate. If an interview with an employee,

worker or volunteer is required, the Police/Social Services Officer(s) must be asked to wait in an appropriate Senior Manager's office and then contact made with the member of staff.

The interview should be conducted discretely. If any allegations are made against an employee the Head of HR must ensure that the correct policy is followed and that the employee has access to their union or legal advisors.

Form to Complete for Requests for Information, or Requests to Contact a Student at St Brendan's from the Police or Social Services

Date	
Name of Officer	
ID No	
Police Station/Social Services Area Office	
Telephone Number	
Enquiry	
Action taken	
Staff details	

Appendix 7: Further Information

Key National and Local Guidance

Working Together to Safeguard Children

Keeping Children Safe in Education: Statutory guidance for schools and colleges

Bristol Safeguarding Children Board Practice Guidance

Further useful information can be found at:

National College for Teaching & Leadership

<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

Chartered Institute of Personnel and Development (members only access):

www.cipd.co.uk

The Office for Standards in Education (Ofsted): www.ofsted.gov.uk

National Association for the Care and Resettlement of Offenders (NACRO):

www.nacro.org.uk

