

PETROC

Child Protection and Safeguarding Policy

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Child Protection and Safeguarding Policy

Key Staff	
The Designated Safeguarding Lead (DSL) is Craig Litster	Email: craig.litster@petroc.ac.uk
The Deputy Designated Safeguarding Lead (DDSL) is Pete Gammon	Email: peter.gammon@petroc.ac.uk Tel: 07971673031
The single Point of Contact for Prevent is Pete Gammon	As above
Designated Person for looked after young people and previously looked after young people is Steve Griggs	Email: steve.griggs@petroc.ac.uk Tel: 07967650981
The Nominated Governor for Child Protection and Safeguarding is:	Melanie Stacey
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Safeguarding Statement

Petroc recognises it's moral and statutory responsibility to safeguard and promote the welfare of all learners and expects all staff, governors, and volunteers to share this commitment. We endeavour to provide a safe and welcoming environment where all learners are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children and adults "at risk" receive effective support, protection, and justice. We listen to our learners and take seriously what they tell us. All learners are aware of the staff they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that doing so would be contrary to the child's welfare. Child protection forms part of the College's safeguarding responsibilities and we take a zero-tolerance approach to abuse. The Child Protection and Safeguarding policy underpins and guides Petroc's procedures and protocols to ensure our learners and staff are safe.

Petroc takes seriously its responsibility under Section 175 of the Education Act 2002 and Section 11 of the Children Act 2004, to safeguard and promote the welfare of children and young people and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children who are suffering.

The College recognises that it is an agent of referral and not of investigation. It is not the College's responsibility to investigate abuse. Staff should not extend an offer of confidentiality but should clearly inform the person that if information about abuse is disclosed there is a duty on staff to follow child protection and safeguarding reporting procedures.

For the purpose of Safeguarding and Child Protection, this policy covers:

- all children under the age of 18 enrolled on any programme of study at the college
- vulnerable adults enrolled at the college
- visitors to the college

- employees, apprentices, work experience learners or volunteers who are under the age of 18

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering or likely to suffer significant harm

Staff refers to all those working for, or on behalf of the College, full time, or part time

Child includes everyone under the age of 18

Vulnerable adult or Adult at risk refers to someone who is aged 18 or over, who is, or may be, in need of community services due to age, illness, mental or physical disability. Who is, or may be, unable to take care of themselves, or unable to protect themselves from significant harm or exploitation

“Adult Safeguarding” is working with adults with care and support needs to keep them safe from abuse or neglect.

Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, adoptive parents and LA corporate parents

Safeguarding Team (wearing purple staff lanyards) refers to the team of specially trained staff who support learners at risk of, or likely to experience harm, and promote safeguarding and child protection across the college

Safeguarding Support Staff (also wearing purple lanyards) are a team of further staff with specific training in Safeguarding and child protection who will act as points of contact for both staff and learners at the college requiring safeguarding advice and guidance.

1. Introduction

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when implementing this policy:

- section 175 of the Education Act 2002
- the Safeguarding Vulnerable Groups Act 2006
- the Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2021
- Information Sharing 2018
- what to do if you're worried a child is being abused 2015
- the Care Act 2014

2. Policy Principles

- the welfare of the child, young person and vulnerable adult is paramount
- safeguarding is everyone's responsibility
- all children, young people, and adults regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities
- we recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our learners from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child, young person or vulnerable adult is at risk of harm

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc. and governors.

- all staff believe that our college should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child
- learners and staff involved in child protection issues will receive appropriate support

3. Policy Aims

- to raise the awareness of all staff of the need to safeguard children, young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse at the college
- to provide an environment in which children, young people and adults feel safe, secure, valued, and respected, and feel confident to, and know how to, approach staff if they are in difficulties, believing they will be effectively listened to
- to demonstrate the college's commitment with regard to safeguarding and child protection to learners, parents, and other partners
- safeguarding incidents and/or behaviours can be associated with factors both in and outside college; and abusers can be both adult/s to child/ren or child/ren to child/ren (peer on peer). All staff (but especially the College Safeguarding Team) will be considering the context within which such incidents and/or behaviours occur, familial or contextual
- to ensure the Designated Safeguarding Lead (or deputy) and all staff will consider the use of appropriate assessments, resources and agency support when identifying the factors present in a child's life that are a threat to their safety and/or welfare. (Familial or contextual)
- to provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the College, contribute to assessments of need and support packages for those children
- to emphasise the need for good levels of communication between all members of staff

- to develop a structured procedure within the college which will be followed by all members of the college community in cases of suspected abuse
- to develop and promote effective working relationships with other partnership agencies, especially the Police, health, children's social care and the Multi Agency Safeguarding Hub (MASH)
- to support the child's development in ways that will foster security, confidence, and independence
- to ensure that all staff working within our College who have substantial access to children and vulnerable adults have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a single central record is kept for audit

4. Values Supporting Children, Young People and Vulnerable adults

4.1 Petroc recognises that a child or young person who is abused or witnesses' violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

4.2 We recognise that the College may provide the only stability in the lives of children, young people and adults who have been abused or who are at risk of harm.

4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn as well as exhibiting signs of mental health problems.

4.4 We understand the impact on a child and young person's mental health, behaviour and education when experiencing difficulties, abuse and/or neglect.

4.5 Our College will support all learners by:

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying
- promoting a caring, safe and positive environment
- responding sympathetically to any requests for time out to deal with distress and anxiety
- offering details of helplines, counselling or other avenues of external support
- liaising and working together with all other settings, support services and those agencies involved in the safeguarding of children, young people, and adults
- notifying the [Multi Agency Safeguarding Hub](#): MASH (children and young people) and [CARE DIRECT](#) (adult safeguarding) as soon as there is a significant concern
- providing continuing support to a child or young person about whom there have been concerns and who leaves the College, by ensuring that appropriate information is copied under confidential cover to the child or young person's new setting and ensuring the any medical disclosures of information are forwarded as a matter of priority
- children and young people are taught to understand and manage risk through our tutorial provision
- by accessing and utilising the necessary resources, guidance, and toolkits to support the identification of children, young people and adults requiring mental health support, support services and assessments and the subsequent systems and processes: and
- reassuring victims that they are being taken seriously and that they will be supported and kept safe

4.6 Prevention / Protection

- we recognise that the College plays a significant part in the prevention of harm to our learners by providing them with good lines of communication with staff, supportive friends, and an ethos of protection

4.7 The College community will therefore:

- work to establish and maintain an ethos where our learners feel secure, are encouraged to talk and are always listened to
- include regular consultation with learners e.g., through our learner voice forum, college surveys and participation in themed weeks
- ensure that all children know there are staff in the college whom they can approach if they are worried or in difficulty
- include safeguarding across the curriculum, including Tutorial, with opportunities which equip our learners with the skills they need to stay safe from harm and to know to whom they should turn for help; in particular this will include information about peer-on-peer abuse (sexual harassment and sexual violence, consent), online-safety, road safety, healthy relationships, CONSENT and extremism / radicalisation
- ensure all staff, learners and parents are aware of college guidance for their use of mobile technology and the safeguarding issues around the use of mobile technologies and their associated risks have been shared

5. The college will ensure that:

- all staff, governors and volunteers read [Keeping Children Safe in Education \(KCSie\) Part 1*](#) annually and record to say they read and understood it
- all staff receive information about the College's safeguarding arrangements, the College safeguarding statement, staff code of conduct, child protection and safeguarding policy, Community Code of Conduct, the safeguarding response to children who go missing from education, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read, understood, and will abide by it

- all staff receive safeguarding and child protection information at induction
- all staff receive safeguarding and child protection training, in line with advice from [Devon Children and Families Partnership](#) which is regularly updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually
- all staff and governors have annual safeguarding and child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- the Child Protection and Safeguarding policy is made available via the College website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the college website
- all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding policy
- the College provides a coordinated offer of [Early Help](#) when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans; assessments and plans are recorded on the Devon rights for Children system
- community users organising activities for children and young people are aware of the College's Child Protection and Safeguarding policy, guidelines and procedures
- the names of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the College with a statement explaining the College's role in referring and monitoring cases of suspected abuse; and
- all Governors will be given a copy of the full Keeping Children Safe in Education 2021 document and will sign to say they have read, understood, and will abide by the information contained

6. Roles and Responsibilities

- all members of the Governing Body understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Staff code of conduct (staff behaviour policy)
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with [Devon Children and Families Partnership](#) and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publicly available on the college website
- the College ensures that all staff including temporary staff and volunteers are provided with the College's Child Protection and Safeguarding policy and staff Code of Conduct
- All staff have read Keeping Children Safe in Education (2021) Part 1 and those mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance
- the College operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- Petroc has procedures for dealing with allegations of abuse against staff including the Principal, volunteers and against other children, and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- a member of the Executive leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body/Board who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description

- on appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by [Devon children and families partnership](#) or other provider every two years
- all other staff have safeguarding training updated as appropriate; but at least annually
- at least one member of the governing body has completed safer recruitment training to be repeated every five years
- children and Young people are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future.
- appropriate online filtering and monitoring systems are in place
- enhanced DBS checks (without barred list checks unless the governor is also a volunteer at the College) are in place for all Governors
- any weaknesses in Child Protection are remedied immediately

The Principal will ensure that:

- the Child Protection and Safeguarding policy and procedures are implemented and followed by all staff
- where there is a safeguarding concern, that the person's wishes and feelings are considered when determining what action to take and what services to provide
- systems are in place for an individual to express their views and give feedback which operate with the best interest of the person at heart

- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures
- they liaise with the [Local Authority Designated Officer](#) (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff, cover staff or volunteer; and
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service

The Designated Safeguarding Lead:

- holds ultimate responsibility for safeguarding and child protection in the College and is a member of the executive leadership team
- acts as a source of support and expertise in carrying out safeguarding duties for the whole college community
- will have the necessary knowledge and understanding to recognise possible children at risk of contextual and/or familial abuse or exploitation
- encourages a culture of listening to children and taking account of their wishes and feelings
- refreshes every two years their knowledge and skills to enable them to carry out the role and at regular intervals, but at least annually, accesses updates to keep up with any developments relevant to their role
- will refer a child if there are concerns about possible abuse, to the [MASH](#)³, and act as a focal point for staff to discuss concerns
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a learner even if there is no need to make an immediate referral

³ All new enquiries go to the MASH, safeguarding staff can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police.

- will ensure that all such records are kept confidential, stored securely and are separate from learner records, until the child's 25th birthday
- will ensure that an indication of the existence of the additional file is marked on the learner records
- will ensure that when a learner leaves the college, relevant child protection information is passed to the new setting (separately from the main learner file) as soon as possible, ensuring secure transit and that confirmation of receipt is obtained
- in addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the DSL of the new school or college in advance of a child leaving; for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. All transfers should be made securely
- will liaise with the Local Authority, its safeguarding partners⁴ and work with other agencies and professionals in line with Working Together to Safeguard Children
- has a working knowledge of [Devon children and families](#) procedures
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents
- will ensure that any learner currently with a child protection plan who is absent in the educational setting without explanation is referred to their social worker.
- will ensure that all staff sign to say they have read, understood and agree to work within the College's Child Protection policy, Behaviour policy

⁴ NPCC – when to call the police will support DSLs understand when they should consider contacting the police and what to expect when they do

(Community code of conduct), staff Code of Conduct and Keeping Children Safe in Education 2021 part 1

- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all college staff, keep a record of attendance and address any absences
- will contribute to and provide, with the Principal and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" (S175/157 audit) to be submitted annually to the Education Safeguarding Team working on behalf of Devon County Council
- understands locally agreed processes for providing early help and intervention and will support members of staff where Early Help and/or Safer Me (concerns around exploitation) is appropriate; and
- will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the College, with a statement explaining the College's role in referring and monitoring cases of suspected abuse

The Deputy Designated Safeguarding Lead(s):

- is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of learners. In the event of the long-term absence of the DSL the deputy will assume all of the functions above

All College Staff:

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action
- consider, at all times, what is in the best interests of the child

- will be aware of the indicators of abuse and neglect, both familial and contextual; and recognise that contextual harm can take a variety of different forms
- know how to respond to a learner who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a child is being abused'
- will refer any safeguarding or child protection concerns to the College Safeguarding Team or if necessary, where the child is at immediate risk to the police or [MASH](#)
- are aware of the Early Help⁵ process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help cases
- will provide a safe environment in which children, young people and adults can learn

7. Confidentiality

7.1 Petroc recognises that in order to effectively meet a children's and young people's needs, safeguard their welfare and protect them from harm the College must contribute to inter-agency working in line with [Working Together to Safeguard Children \(2018\)](#) and share information between professionals and agencies where there are concerns.

7.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the [Data Protection Act 2018](#)⁶ is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

⁵ Detailed information on early help can be found in Chapter 1 [of Working Together to safeguard children](#)

⁶ The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

7.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

7.4 We also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential, and the DSLs will only disclose information about a child to other members of staff on a need-to-know basis.

7.5 We will always undertake to share our intention to refer a child to [MASH](#) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.

8. Child Protection Procedures

8.1 Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate off-line abuse. They may be abused by an adult or adults or by another child or children.

8.2 Abuse and neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.

8.3 Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused, can be found in appendices 1.

8.4 Any child in any family in any college could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

8.5 There are also a number of specific safeguarding concerns that we recognise our learners may experience and may make them more vulnerable:

- child missing from education
- child missing from home or care

- child sexual exploitation (CSE), child criminal exploitation (CCE)
- bullying including cyberbullying
- domestic abuse
- substance misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering arrangements
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- peer on peer abuse
- upskirting
- serious violence
- sexual harassment

8.6 Staff are aware that behaviours linked to drug taking, alcohol abuse, missing episodes and sexting put children in danger and that safeguarding issues can manifest themselves via peer-on-peer abuse.

8.6 We also recognise that abuse, neglect, and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

8.7 If staff are concerned about a child's welfare:

- if staff notice any indicators of abuse/neglect or signs that a child, young person or adult may have a safeguarding need they should record these concerns on a Safeguarding disclosure form and email it to the safeguarding team at safeguarding@petroc.ac.uk They may also discuss their concerns in person with the safeguarding team but the details of the concern should be recorded in writing

- there will be occasions when staff may suspect that a learner may be at risk but have no 'real' evidence. The learner's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed. Staff should record these concerns and submit a safeguarding disclosure to the Safeguarding team
- Petroc recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or needs safeguarding
- in these circumstances staff will try to give the learner the opportunity to talk. It is fine for staff to ask the learner if they are OK or if they can help in any way
- following an initial conversation with the learner, if the member of staff remains concerned, they should discuss their concerns with the Safeguarding team and put them in writing. Records should include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome
- if the learner does begin to reveal that they are being harmed, staff should follow the advice below regarding a learner making a disclosure

8.8 If a learner discloses to a member of staff

- we recognise that it takes a lot of courage for a learner to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse
- a child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one

8.9 During their conversation with the learner staff will:

- listen to what the learner has to say and allow them to speak freely
- remain calm and not overact or act shocked or disgusted – the learner may stop talking if they feel they are upsetting the listener
- reassure the learner that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the learner and allow them time to talk
- take what the learner is disclosing seriously
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong; and
- tell the learner what will happen next

8.10 If a learner talks to any member of staff about any risks to their safety or wellbeing the staff member will let the learner know that they will have to pass the information on – staff are not allowed to keep secrets.

8.11 The member of staff should write up their conversation as soon as possible on the safeguarding disclosure form in the learner's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed, and it should also detail where the disclosure was made and who else was present. The record should be handed to the safeguarding team.

8.12 Notifying Parents:

8.12.1 The College will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively, and normally Safeguarding Officers will contact the parent in the event of a concern, suspicion or disclosure.

However, if the College believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from [MASH](#) e.g. familial sexual abuse.

8.12.2 Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

8.13 Making a Referral

- concerns about a child or a disclosure should be immediately raised with the Safeguarding team who will help decide whether a referral to children's [MASH](#) or other support is appropriate in accordance with [Devon Children and Families Partnership Threshold Tool⁷](#).
- if a referral is needed, then the Safeguarding officer should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves
- the child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child
- if after a referral the child's situation does not appear to be improving the safeguarding officer (or the person that made the referral) should request re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves
- if a child is in immediate danger or is at risk of harm a referral should be made to children's [MASH](#) and/or the police immediately. Anybody can make a referral

⁷ DCFP Threshold Tool

- where referrals are not made by the safeguarding team, the Deputy designated safeguarding lead should be informed as soon as possible

8.14 Supporting our staff

- we recognise that staff working in the College who have become involved with a child who has suffered harm or appears to be 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 Safeguarding team and to seek further support as appropriate

9. Children who are particularly vulnerable

9.1 Petroc recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

9.2 We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances.

9.3 In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation, without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

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

- is disabled and has specific additional needs

- has special educational needs (whether or not they have a statutory education, health, and care plan)
- 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
- is frequently missing/goes missing from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- has an imprisoned parent
- is experiencing mental health, wellbeing difficulties
- is persistently absent from education (including persistently absent for part of the college day)
- is at risk of 'honour' based abuse such as FGM or Forced Marriage

10. Anti-Bullying/Cyberbullying

10.1 Our College policy on anti-bullying is set out in a separate document (Community Code of Conduct) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g., cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

10.2 If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

10.3 The subject of bullying is addressed at regular intervals in learner tutorial.

11. "Hate Crime" Incidents

11.1 The College policy on Hate Crimes is set out separately and acknowledges that repeated hate crime incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority.

11.2 We as a college are committed to tackling Hate crime. A Hate crime is any criminal offence which is perceived by the victim, or anyone else, to be motivated by hostility or prejudice towards someone;

race

religion

sexual orientation

transgender identity

disability

These are aspects known as protected characteristics. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and damage to property.

A hate incident is behaviour which isn't a crime but which is perceived by the victim, or anybody else, to be motivated by hostility or prejudice based on the above 5 protected characteristics.

11.3 Racism

Why do we need an explicit anti-racist approach?

- Race and racism are not well understood – 'race' is a social construct, but race is mistakenly and widely used to denote difference.
- Racism is very real and yet often we deny it affects us, our behaviours or our school/college – whereas it affects every single student.
- There is a growing 'blame the foreigners' narrative for strains on schools and colleges, (and the NHS and all public services), which if unchecked will lead to increasing racism

Why do we need an anti-racist approach within Petroc?

- Petroc can change learners' lives which is why it is important that all colleges have an inclusive and supportive approach.
- We face a growth in intolerance and racism, despite anti-racist legislation and agreements such as the International Declaration of Human Rights, all around the world and within the UK.
- Young people's ideas about race must be explored and discussed within educational contexts
- Education is a crucial place where we can challenge the 'normalisation' of many forms of racism, including Islamophobia and Anti-Semitism.

We have highlighted Racism as a particular Hate Crime as we as a setting have seen links to racist language to PREVENT referrals made.

The college will report Hate Crimes and Hate incidents to the police. These incidents will also be internally investigated robustly in line with the college's Community Code of Conduct policy.

12. Radicalisation and Extremism

12.1 [The Prevent Duty for England and Wales \(2015\)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

12.2 Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

12.3 Some learners are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal, or dangerous.

12.4 Petroc is clear that exploitation of vulnerable individuals and radicalisation should be viewed as a safeguarding concern and follows the Department for

Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism⁸.

12.5 Petroc seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

12.6 College staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

12.7 Opportunities are provided in the Tutorial provision for learners to discuss issues of religion, ethnicity and culture.

12.8 The College governors, the Principal and the Safeguarding team will assess the level of risk within the College and put actions in place to reduce that risk. Risk assessment may include the use of College premises by external agencies, anti-bullying policy and other issues specific to the College's profile, community and philosophy.

12.9 When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the Deputy Designated Safeguarding Lead. They should then follow normal safeguarding procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

12.10 Any higher education learner involved in a PREVENT incident or activity will need to be reported to the office for student (OFS) IN ADDITION TO Petroc's normal reporting procedure. The DSL or DDSL will report the concern by emailing prevnt@officeforstudents.org.uk

⁸ [The Prevent duty](#)

13. Domestic Abuse

13.1 Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

13.2 The term domestic abuse is used to reflect that a number of abusive and controlling behaviours are involved beyond violence.

13.3 Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

13.4 Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

14. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

14.1 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. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator.

14.2 The abuse can be perpetrated by individuals or groups, males or females, and adults or children (who themselves may be experiencing exploitation). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or

enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

14.3 Victims can be exploited even when the activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. The experience of girls who are criminally exploited can be very different from boys, the indicators may not be the same and both boys and girls that are being criminally exploited may be at higher risk of sexual exploitation.

14.4 CSE can occur over time or be a one-off occurrence. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex.

14.5 More definitions and indicators are included in Appendix 3.

14.6 Any concerns that a child is being, or is at risk of being, sexually or criminally exploited should be passed without delay to the Safeguarding Team. Petroc is aware there is a clear link between regular college absence/truancy, CSE and CCE. Staff should consider a child to be at potential CSE/CCE risk in the case of regular college absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

14.7 The Safeguarding Team will use the Devon Children and Families Partnership Adolescent Safety Framework Safer Me Assessment⁹ on all occasions when there is a concern that a child is being, or is at risk of being, sexually or criminally exploited, or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually or criminally exploited. The Safer Me Assessment will indicate to the Safeguarding Officer whether a Safer Me Early Help approach or referral to the Exploitation Hub is required. If the Safeguarding Officer is in any doubt, they will contact MASH consultation.

14.8 In all cases if the assessment identified any level of concern the Safeguarding team should contact their local MACE¹⁰ (Missing & Child Exploitation) and email the completed Safer Me assessment along with a MASH

⁹ [DCFP Adolescent Safety Framework info and Safer Me Assessment](#)

¹⁰ [DCFP MACE guidance](#)

enquiry form. If a child is in immediate danger the police should be called on 999.

14.9 Petroc is aware that a child is often not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

14.10 Petroc includes the risks of sexual and criminal exploitation in the tutorial curriculum. Learners will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.

15. Female Genital Mutilation (FGM)

15.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police¹¹.

15.2 The duty applies to all persons in Petroc who are employed or engaged to carry out 'teaching work' in the college, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Safeguarding team, however they should be informed.

15.3 If a lecturer is informed by a girl under 18 that an act of FGM has been carried out on her or a lecturer observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the lecturer should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

¹¹ [FGM procedural information](#)

15.4 College staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Petroc's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female learners about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

15.5 Where there is a risk to life or likelihood of serious immediate harm the lecturer should report the case immediately to the police, including dialling 999 if appropriate.

15.6 There are no circumstances in which a lecturer other member of staff should examine a female.

16. Forced Marriage

16.1 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse, and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

16.2 A forced marriage is not the same as an arranged marriage which is common in some cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

16.3 College staff should never attempt to intervene directly as a College or through a third party. Contact should be made with [MASH](#).

17. Honour-based Abuse

17.1 Honour-based abuse (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

17.2 Honour based abuse might be committed against people who:

- become involved with someone from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

17.3 It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

18. “One Chance” Rule

18.1 All staff are aware of the ‘One Chance’ Rule’ in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance to speak to a learner who is a potential victim and have just one chance to save a life. Petroc is aware that if the victim is not offered support following disclosure, that the ‘One Chance’ opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

19. Mental Health

19.1 Staff will be aware that mental health needs can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst Petroc recognises that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health need or be at risk of developing one. How traumatic Adverse childhood experiences and experiences of abuse and neglect can impact on a child’s mental health. If staff identify a mental health

concern in a child that is also a safeguarding concern, they will share this with the safeguarding Team.

20. Private Fostering Arrangements

20.1 A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

20.2 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

20.3 The College recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. All staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

20.4 By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a learner may be in a private fostering arrangement, they will raise this with the Safeguarding Team who will notify MASH of the circumstances.

21. Looked after children and previously looked after children

21.1 The most common reason for children becoming looked after is as a result of abuse and neglect. Petroc ensures that staff have the necessary skills and understanding to keep looked after/previously looked after children safe.

21.2 Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

21.3 The designated teacher for looked after children and the Safeguarding team have details of the child's social worker and the name and contact details of the County Council's virtual school head for children in care.

21.4 The designated teacher for looked after children works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the College and meet the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

22. Children Missing Education

22.1 Attendance, absence and exclusions are closely monitored. The College will, wherever possible, hold more than one emergency contact number for learners. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

22.2 The Safeguarding team will monitor unauthorised absences of learner's deemed vulnerable and take appropriate action including notifying the local authority, particularly where children go missing on repeat occasions and/or are missing for periods during the college day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'¹².

Staff must be alert to signs of children at risk of travelling to conflict zones.

23. Online Safety

23.1 Petroc learners increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and ooVoo.

23.2 Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Learners may also be distressed or harmed by accessing inappropriate material such as pornographic websites or

¹² [CME Statutory Guidance for Local Authorities](#)

those which promote extremist behaviour, criminal activity, suicide or eating disorders.

23.3 The College will provide advice to parents when learners are being asked to learn online at home and consider how best to safeguard both them and staff.

23.4 Learners are taught about online safety and all staff receive online safety training which is regularly updated.

24. Peer on Peer Abuse (Child on Child) incl. Sexual Violence and Sexual Harassment

24.1 The DSL, Governing Body/Board and Principal will take due regard to [Part 5, KCSiE 2021](#)

In most instances, the conduct of learners towards each other will be covered by our community code of conduct (behaviour policy). However, some allegations may be of such a serious nature that they may raise safeguarding concerns.

24.2 The College recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer-on-peer abuse are outlined below:

- domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- child sexual exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18
- harmful sexual behaviour – children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2)
- upskirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals

or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- serious youth violence¹³ – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e., murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that children are at risk from, or involved with, serious violence and crime
- 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); and
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)

24.3 The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

24.4 There are also different gender issues that can be prevalent when dealing with peer-on-peer abuse (i.e., girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence).

Petroc aims to reduce the likelihood of peer-on-peer abuse through:

- the established ethos of respect, friendship, courtesy, and kindness
- high expectations of behaviour
- clear consequences for unacceptable behaviour
- systems for any learner to raise concerns with staff, knowing that they will be listened to, valued and believed
- robust risk assessments and providing targeted work for learners identified as being a potential risk to other learners and those identified as being at risk.

24.5 Research indicates that young people rarely disclose peer-on-peer abuse and that if they do, it is likely to be to their friends. Therefore, the college will

¹³ [Preventing youth violence and gang involvement](#)

also educate learners in how to support their friends if they are concerned about them, that they should talk to a staff member at the college and what services they can contact for further advice.

24.6 Any concerns, disclosures, or allegations of peer-on-peer abuse in any form should be referred to the Safeguarding team using the College's child protection procedures. Where a concern regarding peer-on-peer abuse has been disclosed to the Safeguarding Team, advice and guidance will be sought from [MASH](#) and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted.

24.7 Working with external agencies the College will respond to the unacceptable behaviour. If a learner's behaviour negatively impacts on the safety and welfare of other learners, then safeguards will be put in place to promote the well-being of the learners affected and the victim and perpetrator will be provided with support.

25. Youth produced sexual imagery (sexting)¹⁴

25.1 The practice of children sharing images and videos via text message, email, social media, or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

25.2 Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

25.3 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance 'Sexting in schools and colleges: responding to

¹⁴ Youth refers to anyone under the age of 18

incidents and safeguarding young people'¹⁵, and 'Sharing nudes and semi-nudes: how to respond to an incident.'¹⁶

25.4 Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly by reporting matter to the police.

25.5 If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the Safeguarding team immediately. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy, or print the youth produced sexual imagery.

25.6 The Safeguarding team should hold an initial review meeting with appropriate college staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

25.7 Immediate referral at the initial review stage should be made to MASH/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

¹⁵ [Sexting in schools and colleges](#)

¹⁶ [Sharing nudes and semi-nudes: how to respond to an incident \(UCKIS\)](#)

25.8 If none of the above apply then the Safeguarding team will use their professional judgement to assess the risk to learners involved and may decide, with input from the DSL/DDSL, to respond to the incident without escalation to MASH or the police. Such decisions will be recorded.

In applying judgement, the DSL will consider if:

- there is a significant age difference between the sender/receiver
- there is any coercion or encouragement beyond the sender/receiver
- the imagery was shared and received with the knowledge of the child in the imagery
- the child is more vulnerable than usual i.e., at risk
- there is a significant impact on the children involved
- the image is of a severe or extreme nature
- the child involved understands consent
- the situation is isolated or if the image been more widely distributed
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e., difficult home circumstances
- the children have been involved in incidents relating to youth produced imagery before

25.9 If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or [MASH](#). Otherwise, the situation will be managed within the college.

25.10 The Safeguarding team will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so, and the resolution in line with safeguarding recording procedures.

26. Allegations Against Staff

26.1 All college staff should take care not to place themselves in a vulnerable position with a learner. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

26.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹⁷.

¹⁷ Refer to "Guidance for Safe Working Practice"

26.3 We understand that a learner may make an allegation against a member of staff or staff may have concerns about another staff member.

26.4 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.¹⁸

26.5 The Principal on all such occasions will discuss the content of the allegation with the [Local Authority Designated Officer](#) (LADO)¹⁹ at the earliest opportunity and before taking any further action.

26.6 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Principal first

26.7 The College will follow the Devon procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education 2021 and the College Disciplinary policy and procedures.

26.8 Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and the college Director of Human Resources and Organisation in making this decision.

26.9 In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice as above.

26.10 Staff, parents and governors are reminded that publication of material that may lead to the identification of a lecturer who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

26.11 Allegations concerning staff who no longer work at the college, or historical allegations, will be reported as appropriate to the Local Authority Designated Officer and/or the Police.

¹⁸ Chair of Governors in the event of an allegation against the Principal

¹⁹ Duty LADO 01392 384964 or email ladosecure-mailbox@devon.gov.uk

26.12 Petroc's complaints procedure will be followed where a learner or parent raises a concern about poor practice towards a learner that initially does not reach the threshold for child protection action.

26.13 College staff will understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of Trust, even if the relationship is consensual.

26.14 Petroc provides advice to staff regarding their personal online activity and has strict guidance regarding online contact and electronic communication with learners.

27. Whistleblowing

27.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

27.2 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, poor or unsafe practice and potential failures in the College's safeguarding arrangements. If it becomes necessary to consult outside the College, they should speak in the first instance, to the LADO following the college Whistleblowing Policy.

27.3 The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

27.4 Whistleblowing re the Principal should be made to the Chair of the Governing Body whose contact details are readily available to staff.

28. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a learner is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness.

29. Confidentiality, sharing information and GDPR

29.1 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the learner and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

29.2 College staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

29.3 Staff should only discuss concerns with the safeguarding team, Principal, or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

29.4 Keeping Children Safe in Education (2021) emphasises that any member of staff can contact children's social care (MASH) if they are concerned about a child.

29.5 Child protection information will be stored and handled in line with the Data Protection Act 2018 ²⁰ and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

29.6 Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate

²⁰ The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

- timely
- secure

29.7 Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

30. Photography and Images

30.1 To protect our learners, we will:

- seek their consent for photographs to be taken or published (for example on our website or in publications)
- seek parental consent if learner is under 18
- encourage learners to tell us if they are worried about any photographs that are taken of them and what those concerns are

30.2 To safeguard both learners and staff whilst they are on our campuses or taking part in college activities whether on site or off, learners and staff are not allowed to take photographic images, make video recording or sound recording in any way at any time unless under the direct instruction and with the explicit permission from a member of staff in charge of the teaching and learning activity and in consultation with the safeguarding team.

31. Off site activities

31.1 All extended and off-site activities must be subject to a risk assessment to satisfy Health and Safety and safeguarding requirements. Where activities are provided by and managed by the college, our own Safeguarding and Child protection policy and procedures, as well as other relevant policies will apply. If other organisations/settings provide services or activities on our site or on behalf of the college we will check that they have appropriate procedures in place, including their policies and safer recruitment.

31.2 When our learners attend off site activities, including day and residential visits including work related activities, we will check that effective child protection arrangements are in place in line with this policy.

31.3 The college will, if they are aware of such information, preferably with the learner's consent and in accordance with GDPR, share information with a work placement/experience setting where information is held that they are at risk of harm to themselves or others.

It will then be the responsibility for the work experience setting/placement to risk assess this information to ensure they can meet the needs of the learners and safeguard them, and others based on what is shared.

32. Allegations between Learners

We have a duty of care for all learners. Where an allegation has been made against a learner(s) the DSL or DDSL will risk assess as to whether the alleged perpetrator of the allegation can attend the college or whether they will be asked to not attend until it is safe for them to do so.

33. Learners with Criminal Convictions

33.1 Learners applying to enrol on courses at Petroc will be asked, as part of the application, to declare any spent and unspent relevant convictions.

33.2 Relevant convictions include the following:

- any kind of violent offences, including threatening behaviour, offences concerning the intention to harm or offences which have resulted in actual bodily harm
- sexual offences including those listed in the Sexual Offences Act 2003
- the unlawful supply of controlled drugs or substances where the conviction concerns drug dealing or trafficking (drug offences involving possession only are seen as not relevant)
- offences involving weapons including firearms
- offences involving arson
- offences involving terrorism

33.3 If a learner was convicted outside of the United Kingdom for an offence listed above, this is also considered as a relevant offence.

33.4 For the purposes of this question, cautions, reprimands, and final warnings are considered as convictions.

33.5 If learners have convictions, they will not automatically be excluded from the application process. The information concerning criminal convictions will be passed to the DSL and DDSL, they will consider any criminal conviction separately from the rest of the learner's application. During this consideration, they may ask for further information about any conviction so that they can undertake a thorough risk assessment. If the DSL / DDSL along with the relevant Head of Faculty are satisfied that they can manage any risks, the learner's application will proceed as normal although there may be additional conditions imposed to any offer they make. If the DSL / DDSL and Head of Faculty decide an offer cannot be made, then the learner will be notified of this.

33.6 Failure to declare a relevant criminal conviction is taken very seriously and could result in expulsion from the College.

33.7 If a learner is convicted of a relevant criminal offence after they have applied, they must notify the College.

33.8 If a learner applies for certain courses at the College, specifically where they could be working with children or vulnerable adults, they will be required to disclose any convictions which may show up on a DBS check. If this is the case the Head of Faculty and DSL / DDSL will risk assess whether it is appropriate to offer a place in these provisions.

34. External Speakers

34.1 This section applies to:

- All learners and staff at Petroc

Who wish to invite any external speaker into the college or into our virtual spaces.

34.2 The purpose of this section is so members of staff, learners and student societies who wish to invite external speakers in the college, can do so with the

assurance that the external speaker supports the British Values as outlined in the Prevent Duty and does not contravene our Equality and Diversity values.

34.3 Petroc is committed to providing a learning environment that is free from intimidation, harassment, threatening and extremist behaviour.

34.4 Petroc values the opportunities presented by External speakers for learners to experience diverse opinion and to enter into debate. This is seen as an essential part of both personal and academic development.

34.5 Petroc values freedom of opinion and speech whilst recognising that this must exist with formal guidelines.

34.6 The college will not accept the use of language by external speakers that offends and is intolerant. Specifically, this means "street", misogynistic, misanthropic sexual, or racist language irrespective of context. Direct attacks on any religions or beliefs are not permitted.

34.7 The college will not tolerate any person who intentionally demeans individuals and groups defined by their ethnicity, race, religion and/or belief, sexuality, gender, age or lawful working practices and which give rise to an environment in which people will experience or could fear harassment, intimidation or violence.

34.8 Process to invite an External speaker into the college

- all requests for an external speaker are to be submitted by members of staff, learners or another individual by using the External Speakers consent form (Appendix 7) to their Head of Faculty and Designated Safeguarding Lead / Deputy Designated safeguarding Lead at least 10 working days before the planned event
- this should be accompanied by an outline of the intended topic and content
- the Heads of Faculty and the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead reserves the right to enquire references for

the proposed speaker and to refuse permission for the speaker to visit the college

- speakers must be informed that all talks may be recorded/filmed by the college
- a member of staff must be present for the duration of the event

34.9 Process for the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead

- Identify the request for an external speaker
 - Assess the risk posed by the external speaker
1. Using open-source research decide if the speaker has the potential to be inflammatory, this can be achieved by looking at published materials, previous speech content, known affiliations, speaker aliases
 2. Any concerns should be reported to the Devon and Cornwall Police for advice on appropriateness of the speaker and partnership working in decision making
 3. Once research is complete and if appropriate Devon and Cornwall Police or other appropriate agency advice sought, decision of suitability can be made.

34.10 If the speaker has been or is associated with or expressed opinion in Public with / which

- the Home office Proscribed Organisation
- organisations that advocate acts of terrorism
- any organisation whose beliefs contradict the colleges equality and diversity strategy
- promotes isolation of learners

It is unlikely the college would agree to this event going ahead.

35. This policy also links to our policies on:

- Behaviour – Community Code of Conduct
- Staff Code of Conduct

- Whistleblowing
- Health & Safety
- Allegations Against Staff
- Attendance
- Study Programme Policy
- Data Protection/GDPR Guidance
- IT Security Policy
- Looked After Children and Care Leavers Policy
- Safety and Security Policy
- SEND Policy
- Social Media and Networking Policy
- Staff Disciplinary Policy and Procedure
- Safer Recruitment
- Wellbeing Policy
- Learner Wellbeing Policy
- Fitness to Study Policy

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

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:

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)

- may require consultation with and / or referral to the Multi Agency Safeguarding Hub (MASH)

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- appear frightened of the parent/s
- 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 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 can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- 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, handprints or a hairbrush
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- bruising around the face
- grasp marks
- bruising on the arms 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.

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, such as:

- 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

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

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
- scapegoated 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

Boys and girls 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 child 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, play or conversation, inappropriate to the child’s age
- 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

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
- a child seen to be listless, apathetic, and unresponsive with no apparent medical cause
- failure of child to grow within normal expected pattern, with accompanying weight loss
- child thrives away from home environment
- child frequently absent from college
- child left with adults who are intoxicated or violent
- child abandoned or left alone for excessive periods

Appendix 2

Sexual Abuse & Sexual Harassment

The boundary between what is abusive and what is part of normal childhood or 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. Staff should be vigilant to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- up skirting

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. In order to more determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- understanding that is proposed based on age, maturity, development level, functioning and experience
- knowledge of society’s standards for what is being proposed
- awareness of potential consequences and alternatives
- assumption that agreements or disagreements will be respected equally
- voluntary decision
- mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice are available in the Devon multi-agency protocol “Working with Sexually Active Young People” available at

https://www.proceduresonline.com/swcpp/devon/p_underage_sexual_act.html or go to South West Child Protection Procedures www.proceduresonline.com and choose Child Protection Procedures, scroll down to Safeguarding Practice Guidance.

Appendix 3

Exploitation (including Child Sex Exploitation, Child Criminal Exploitation and County Lines)

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation.

Signs include:

- going missing from home or college
- regular college absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations

- truancy, exclusion, disengagement with college, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate, and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

For further information on signs of a child's involvement in sexual exploitation: [Child sexual exploitation: guide for practitioners](#)

For further information on County Lines: [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

Appendix 4

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the [FGM Act 2003](#) ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s, which they identify in the course of their professional work, to the police. The duty came into force on 31 October 2015.

What is FGM?

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

Why is it carried out?

Belief that:

- 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
- fulfils a religious requirement
- perpetuates a custom/tradition
- helps girls be clean / hygienic
- is cosmetically desirable

- mistakenly believed to make childbirth easier

Is FGM legal?

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 are:

- 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 child's sibling has undergone FGM
- child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- prolonged absence from college and other activities
- behaviour changes 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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges act **without delay** and make a referral to children's services.

Appendix 5

Domestic Abuse (incl Operation Encompass)

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to serious long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed, and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://new.devon.gov.uk/dsva/>

If you are concerned about a child or young person in Devon please contact the [Multi-Agency Safeguarding Hub \(MASH\)](#) on 0345 155 1071 or email mashsecure@devon.gov.uk.

If you are concerned about an adult (aged 16+) in Devon please complete the [Risk Identification Checklist](#) (Safelives DASH RIC) to identify the level of risk which support service to refer them too, and follow the advice on the [MARAC page](#) for all levels of risk.

If you are concerned about a vulnerable adult please contact [Care Direct](#) on 0845 155 1007 (8am – 8pm Monday to Friday and 9am – 1pm on Saturdays) In an emergency, please contact the Emergency Duty Service 0845 6000 388 or email csc.caredirect@devon.gov.uk.

Splitz Support Service is a charity delivering support services to women and young people experiencing the trauma of domestic abuse and sexual violence. Telephone 0345 155 1074 or email admin@splitzdevon.org

SAFE (Stop Abuse For Everyone) is a charity based in Exeter providing help and support to children and families who have experienced domestic abuse and violence. Telephone 030 30 30 0112 or email hello@safe-services.org.uk (Monday to Friday, 9am – 5pm)

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge: <https://www.refuge.org.uk/>

Operation Encompass helps police, schools and colleges work together to provide emotional and practical help for children. Police will inform the 'key adult' within college if they have been called to an incident of domestic abuse, where there are children in the household, before registration the next day.

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

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

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”; those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Learners may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that college staff can recognise those vulnerabilities. Indicators of vulnerability include:

- Identity Crisis – the learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society.

- Personal Crisis – the learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the learner’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the learner may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Need – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- 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; and
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Prevent duty ensures schools and colleges have ‘due regard’ to the need to prevent people from being drawn into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

[The Prevent Duty can be accessed via this link.](#) (school specific para's 57-76)

[The Prevent Duty, for Further Education Institutions](#)

Guidance on Channel <https://www.gov.uk/government/publications/channel-guidance>

Further information can be obtained from the [Home Office website](#).

Appendix 7

External Speaker Consent Form

Name of Person taking Responsibility for the external speaker and the Event:	
Organisation/Group/Society they Represent	
Name of External Speaker	
Address and Contact Details of Organisation they Represent	
Outline of Intended talk/activity	
Room Requested	
Date of Event	
Duration of Event	
Signature of Staff / Learner Requesting	
Name of Designated Safeguarding Lead and Head of Faculty Authorising or Rejecting Event	
Signatures: Designated Safeguarding Lead (Or Deputy) Head Of Faculty	