PETROC

Child Protection and Safeguarding Policy

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[1] The appendices will act as resources for Petroc staff to review observed current trends

Key Staff

The Designated Safeguarding Lead (DSL): Jason Jones	E: Jason.jones@petroc.ac.uk
The Deputy Designated Safeguarding Lead (DDSL): Pete Gammon	E: peter.gammon@petroc.ac.uk T: 01271 852370
The single point of contact for Prevent: Pete Gammon	As above
Designated staff for looked after, and previously looked after young people: Pete Gammon and Kim Carr	E: Kim.carr@petroc.ac.uk T: 01271 852370
The Link Governor for Child Protection and Safeguarding is Dawn Stabb	E: dawn.stabb@petroc.ac.uk
Safeguarding Office contact details:	E:safeguarding@petroc.ac.uk T: 01271 852370

Safeguarding Statement

Petroc recognises its 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, neglect and exploitation and follow our procedures to ensure that children and adults "at risk" receive effective support and protection.

We listen to our learners and take seriously what they tell us ensuring our approach is learner centred meaning we are understanding and acting what is in their best interest at that time. All learners will be 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.

Petroc recognises that successful outcomes for children depend on strong multi-agency partnership working and building positive, trusting and cooperative relationships with their families. Protecting children from harm, abuse and exploitation is fundamental to our core values and is the foundational element of all our operations. The Child Protection and Safeguarding policy underpins and guides Petroc's procedures and protocols to ensure our learners and staff are safe.

Petroc holds paramount its responsibilities set out in Section 175 of the Education Act 2002, Section 11 of the Children Act 2004, Keeping Children Safe in Education 2024 and working together to Safeguard Children 2023 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, neglect and exploitation. Staff should not extend an offer of confidentiality but should clearly inform the person disclosing that if information about abuse, neglect and exploitation is shared there is a duty on staff to follow child protection and safeguarding reporting procedure

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

- All learners enrolled on any programme of study at Petroc
- Visitors to the college
- Employees, apprentices, work experience learners or volunteers working at, or on behalf of, Petroc

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment, whether that is within or outside the home, including online

- 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
- providing help and support to meet the needs of children as soon as problems 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. This includes harm outside of the home, including online.

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

References to a Child includes everyone under the age of 18

An Adult at risk refers to someone who is aged 18 or over who:
- has care and support needs
- is experiencing, or is at risk of abuse, neglect or exploitation
- as a result of their care and support needs, is unable to protect themselves against the abuse, neglect or exploitation or is at risk of it

“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 local authority corporate parents.

“Safeguarding Team” refers to the team of specially trained Petroc staff who support learners at risk of, or likely to experience harm, abuse or exploitation, and promote safeguarding and child protection across the college

1. Introduction

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

- Section 175 of the Education Act 2002
- The Children’s act 1989
- The Further Education act 2002
- Safeguarding Vulnerable Groups Act 2006
- Teachers’ Standards 2012
- Working Together to Safeguarding Children 2023

- Keeping Children Safe in Education 2024
- Information Sharing 2018
- What to do if you're worried a child is being abused 2015
- The Care Act 2014
- The equality act 2010
- The Prevent Duty

2. Policy Principles

2.1 The welfare of the child, young person or adult at risk is paramount.

2.2 Safeguarding is everyone's responsibility.

2.3 All children, young people, and adults have equal rights to protection, safeguarding and opportunities.

2.4 We recognise that all adults, including temporary staff[1], 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 adult is at risk of abuse, neglect or exploitation.

2.5 All staff believe that our college must provide a caring, positive, safe, and stimulating environment that promotes the social, physical, mental wellbeing and moral development of our learners.

2.6. In instances where specific guidance is not provided within this Child Protection and Safeguarding Policy, readers should refer to the national safeguarding legislation, "Keeping Children Safe in Education 2024," which this college strictly adheres to. This ensures compliance with all statutory requirements and provides comprehensive coverage for all safeguarding matters. This policy is designed to work in conjunction with the national legislation to ensure the highest standards of child protection are maintained.

3. Policy Aims

3.1 To raise the awareness to all staff of the need to safeguard children, young people and adults who may be at risk and of their responsibilities in identifying and reporting possible cases of abuse, neglect and exploitations at the college as soon as they are identified whether inside or outside of the home including online.

3.2 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 or likely to experience abuse, neglect or exploitation, believing they will be effectively listened to.

3.3 To detail Petroc's commitment with regard to safeguarding and child protection to learners, parents, and other partners.

3.4 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 (Child on Child)). All staff (but especially the College Safeguarding Team) will be considering the context within which such incidents and/or behaviours occur, familial or contextual.

3.5 To ensure the Designated Safeguarding Lead (or deputy) and all staff will consider the use of appropriate assessments, resources and multi-agency partnership working when identifying the factors present in a child's life that mean they are experiencing, or likely to experience abuse, neglect or exploitation (Familial or contextual).

3.6 To provide a systematic means of monitoring children known or thought to be at risk of abuse, neglect or exploitation, and ensure we, the college, contribute to assessments of need and support packages for those children.

3.7 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, neglect or exploitation.

3.8 To develop and promote effective working relationships with other statutory services such as the police, health, Local authority social care children's social care. Petroc Safeguarding and wellbeing services will also seek to strengthen working relationships with voluntary, charity and other social enterprises to enhance oversight, engagement and consistency of support for our learners.

3.9 To support the child's development in ways that will foster security, confidence, and independence.

3.10 To ensure that all staff working within our college who have access to children and adults at risk or with care and support needs have been checked as to their suitability, including verification of their identity, qualifications, reference checks and a satisfactory DBS check (according to guidance)[2], which will be retained in a single central record managed by Petroc's Human Resources department.

4. Values Supporting Children, Young People and Adults at risk

4.1 Petroc recognises that a child or young person who is abused, neglected or exploited, or sees, hears or experiences 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, neglected or exploited.

4.3 We accept that research shows that the behaviour of a child or an adult at risk 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. Petroc recognises that behaviour is a way of communicating and not just bad behaviour. Poor behaviour often stems from adverse childhood experiences (ACEs) and signals underlying distress. Petroc aims to provide support and interventions to address the root causes, promoting the well-being and development of all learners.

4.4 We understand the impact on a child and adults mental health, behaviour and education when experiencing difficulties of abuse, neglect and exploitation.

4.5 Petroc will support all learners by:

- Promoting a caring, safe and positive environment
- Responding sympathetically to any requests for time away from learning to deal with abuse, neglect or exploitation
- Offering details of and facilitating referrals to both internal support provisions and external statutory, voluntary and charity organisations for support.
- Adopting a strong multi-agency partnership working approach across all systems of help, support and protection including effective working with parents and families.
- Providing continuing support to a child, about whom there have been concerns of abuse, neglect and exploitation, and who leaves the college, by ensuring that appropriate Safeguarding information is copied under confidential cover to the child's new setting
- Children and young people are taught to understand and manage risk through Petroc's Personal Development provision
- By accessing and utilising the necessary resources, guidance, and toolkits to support the identification of children, and adults requiring mental health

support, support services and assessments and the subsequent systems and processes:

4.6 Prevention / Protection:

4.6.1 We recognise that the college plays a significant part in the prevention of abuse, neglect and exploitation and will ensure all learners have access to staff trained in responding to Safeguarding matters who can provide care, support and protection to them.

4.6.2 Petroc recognises its responsibility to teach our learners how to keep themselves safe. Petroc will provide a study programme delivered through its personal development sessions of preventative education for our learners designed to enable them to make safe choices.

4.7 The College community will therefore:

- Work to establish and maintain a learner centred approach where our learners feel secure, are encouraged to talk and are always listened to
- Include regular consultation with learners through mechanisms such as the learner voice forum, college surveys and participation in themed weeks
- Ensure that all learners know there are staff in the college whom they can approach if they are worried or in difficulty, or experiencing abuse, neglect or exploitation. Key safeguarding staff will be clearly communicated to all learners and how to contact them.
- Include safeguarding across the curriculum, including Personal Development, with opportunities which equip our learners with the skills they need to stay safe from harm and to know whom they should turn for help; in particular this will include information about child-on-child abuse
- Robustly follow safer recruitment checks with all staff to ensure the safety and wellbeing of our learners and wider community

5. Petroc's Commitment

5.1 All Petroc staff must read the most up to date version of statutory guidance Keeping Children Safe in Education (KCSie) Part 1* annually and record to say they read and understood it. Members of the College Leadership Team, the Safeguarding and Wellbeing team as well as the Governors will read the full Keeping Children Safe in Education document to ensure they are aware of their broader responsibilities. Other cross college departments will read other sections of this guidance as appropriate in line with their responsibilities

5.2 All staff will receive information about the College's safeguarding arrangements, staff code of conduct, child protection and safeguarding

policy, Community Code of Conduct, the whistleblowing policy and names of the Designated Safeguarding Lead and their deputy(ies) as part of their college induction. They will be required to sign to say they have read, understood, and will abide by it.

5.3 All staff receive a face to face safeguarding and PREVENT session delivered by the Deputy Designated safeguarding lead as part of their induction programme, staff cannot pass their probation period until all mandatory training has been completed.

5.4 All staff receive annual safeguarding awareness training and will have access to up to date information around current trends and other safeguarding matters.

5.5 The Petroc Designated Safeguarding Lead and Deputy, as well as the wider college safeguarding team will access, as a minimum, level 3 Safeguarding specific training to enable them to carry out their Safeguarding Function. This will be undertaken every two years.

5.6 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.

5.7 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 on Petroc's website.

5.8 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.

5.9 Petroc is committed to ensuring the safety and well-being of all individuals on our campuses. As part of this safeguarding policy, we will conduct risk assessments on any community group or organisation hiring or using our premises. We require assurances that these groups have undertaken safer recruitment checks on anyone attending our campuses. Additionally, we will ensure that all groups are fully aware of and adhere to Petroc's safeguarding policy and arrangements.

5.10 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.

6. Roles and Responsibilities

6.1 All members of the Petroc Governing Body understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy in place which is reviewed regularly, updated and approved by the board of Governors.

6.2. Governors will also ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote learner welfare. This will include a learner behaviour policy, a staff code of conduct and appropriate safeguarding arrangements in place to respond to children who are absent from education particularly on repeat occasions and/or for prolonged periods (this is not an exhaustive list).

6.3. As part of reviewing Petroc's policies relating to Safeguarding and the welfare of our learners, they will do so on the basis with the best interest of our learners in mind.

6.4 The Governors will ensure the appointment of a senior board level Designated safeguarding lead to take leadership responsibility for Petroc's safeguarding arrangements.

6.4 The Governing body will support the fostering of an environment where safeguarding and child protection are central to the college's ethos. They will ensure that Safeguarding is a mandatory agenda item on all Full Governing Board meetings. [DS1]

6.5 Petroc's Governors will all read the full Keeping Children Safe in Education Document to ensure they are familiar with their roles and responsibilities. All Governors will additionally receive setting relevant Safeguarding and PREVENT awareness as part of their induction into their roles. [DS2] Governor Safeguarding awareness will be renewed annually and PREVENT awareness bi-annually.

6.6. The Governors will ensure that all staff undergo appropriate Safeguarding and Child Protection training including training and awareness of safeguarding policies and procedures in place to manage safeguarding and child protection matters for our learners.

6.7 The Governs will ensure that the college robustly follows safer recruitment practices in line with statutory requirements to prevent unsuitable individuals from working with our learners in our settings. This includes staff working in Alternative Provisions Petroc collaborates with. The board will also review Petroc's single central record regularly to ensure compliance with statutory safeguarding requirements as set out in Keeping Children

Safe in Education. As part of Safer recruitment assurances, Governors should ensure that there is at least one person on every recruitment panel (including appointment of Governors) who have completed safer recruitment training which is renewed every two years.[DS3]

6.8 The Governors will ensure that they are in receipt of regular reports relating to Safeguarding and Child Protection matters including effectiveness of policies and any emerging concerns. Governors will also form part of any serious incident reviews ensuring that opportunities for learning are explored and practices improved where necessary.

6.9. Governors will ensure they are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 which includes the Public Sector Equality Duty. More specifically:

That it is unlawful for Petroc to act in any way that is incompatible with the Human rights Act 1998. Specifically relating to Article 3 – The right to freedom from inhuman and degrading treatment, Article 8 - the right to respect for private and family life, Article 14 – all rights and freedoms set out in the Act must be protected and applied without discrimination and protocol 1, Article 2 – protects the rights to education

The Public sector duty places a general duty on Petroc to have, in the exercise of its functions due regard to the need to eliminate unlawful discrimination, harassment and victimisation to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

6.10. Petroc Governors will be aware of other legislation including Keeping Children Safe in Education, Working Together to Safeguard Children and the Data Protection Act 2018 which sets out responsibilities.

6.11 Petroc has procedures for dealing with allegations of abuse against staff including the Principal, 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.

6.12 Children are taught about safeguarding (including online safety) as part of a broad and balanced tutorial curriculum covering relevant issues.

6.13 All Petroc's Governors will have gone through Safer Recruitment checks which includes Enhanced DBS checks (without barred list checks unless the governor is also a volunteer at the College) are in place for all Governors.

6.14 Any weaknesses in Child Protection are remedied immediately.

6.15 The Principal will ensure that the Child Protection and Safeguarding policy and procedures adopted by their Governing body are implemented and followed by all staff

6.16 The Principal will ensure that all staff are able to raise concerns about poor or unsafe practice and potential failures in Petroc's safeguarding provisions and know that such concerns will be taken seriously by the Senior Leadership Team

6.17 That there are appropriate whistleblowing procedures in place for concerns to be raised with Petroc's Senior Leadership Team

6.18 The Principal will ensure that all staff are aware that if they have a safeguarding concern, or an allegation of harming or posing a risk of harm to children is made by another member of staff then:

- This should be referred to the Principal
- Where there is a concern about the Principal, this should be referred to the Chair of Governors

6.19 The Principal, or Deputy will liaise with the Local Authority Designated Safeguarding Lead immediately when there are concerns that a member of staff or volunteer has behaved in a way that has harmed, or may have harmed, a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

6.20 The Principal or Deputy will submit a referral to the Disclosure and Barring Service (DBS) when a staff member is dismissed or leaves due to concerns that they have caused harm, or posed a risk of harm, to a child. This referral should be made as soon as possible after the resignation or removal, ensuring that individuals who may pose a risk to children are prevented from working with them in the future.

6.21. Petroc's Designated Safeguarding Lead (DSL) holds ultimate responsibility for safeguarding and child protection in the College and is a member of the Executive Leadership Team

6.22 Petroc will ensure that it's Designated Safeguarding Lead fully complies with the expectations as set out in Annex C of Keeping children Safe in Education 2024 (pages 170 – 176)

6.23 The Designated Safeguarding Lead will ensure they hold the appropriate level of qualification to enable them to carry out their duties as set out in Keeping Children Safe in education 2024 and Working Together to Safeguard Children 2023 (not exhaustive). This qualification will be renewed every two years.

6.24 The Designated Safeguarding Lead will ensure Petroc keeps detailed, accurate records of all Safeguarding concerns and discussions including any decision made and the rationale for these decisions. Petroc will use the Child Protection online Monitoring System (CPOMS) for its recording and retention of Safeguarding records.

6.25 The Designated Safeguarding Lead (or deputy) will ensure that Safeguarding records are retained by Petroc until the learners' 25th birthday.

6.26 Where children leave Petroc to enrol with another provider, the Designated Safeguarding lead (or deputy) will ensure that Safeguarding files are transferred to the new setting as soon as possible and within 5 days for in year transfers or within the first 5 days of the start of a new term

6.27 In addition to the Safeguarding file, the Designated Safeguarding Lead (or deputy) 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

6.28 The Deputy Designated Safeguarding Lead (or Deputy) will ensure that there is a process to indicate to our staff community the existence of safeguarding information held on learner academic records. This will not share any information, only that information is held in the Safeguarding Team. This information will be shared appropriately with staff conforming to Data Protection principles

6.29 The designated Safeguarding Lead will take lead responsibility for ensuring that Petroc has an effective filtering and monitoring system in place and process for managing concerns identified

6.30 The Designated Safeguarding Lead will complete, with the Principal and chair of governors, the Section 175 audit of the Education Act 2002 annually submitting this to Devon Education Services acting on behalf of Devon County council evidencing the compliance of Petroc's statutory safeguarding responsibilities.

6.31 Petroc will ensure that the details of the Designated Safeguarding Lead for the college, and other designated members of the Safeguarding team are clearly advertised in the college and on the college website.

6.32 The Designated Safeguarding Lead for Petroc will also appoint a Deputy (DDSL) who will be trained to the same standard as the Designated safeguarding Lead and able to carry out, in the absence of the DSL, their functions.

6.33 The Designated Safeguarding Lead will ensure that they or their deputy, or a Petroc Safeguarding officer is available during College working hours which includes Learner holidays.

6.34 All Petroc staff will understand that it is everyone's responsibility to safeguard and promote the welfare of children and adults at risk. They will be aware that they have a role to play in identifying concerns, sharing information and taking prompt action. All staff will know who the DSL and DDSL is, and details of the Petroc wider safeguarding Team.

6.45 All Petroc staff will know how to submit a safeguarding referral to the Petroc Safeguarding team who will manage and oversee safeguarding matters. All staff will know to refer any cases of abuse, neglect or exploitation that may be disclosed by learners or concerns observed

6.46 All staff will be aware that children can abuse other children which can happen both inside and outside of the college and online.

6.47 All Petroc staff will maintain an attitude of 'it could happen here' when safeguarding is concerned. When staff are concerned about the welfare of a child, they will always act in the best interests of the child.

7. Confidentiality

7.1 Petroc recognises that in order to effectively meet children 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 (WTTSC) 2023) 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 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

7.3 All staff are aware that they cannot promise a child that they will not tell anyone about a report of any form of abuse or suspected abuse which might compromise the child's safety or wellbeing and not be in the best interests of the child.

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 Devon's Multi Agency Safeguarding Hub (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, neglect and exploitation are forms of maltreatment of a child. Somebody may abuse, neglect or exploit 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 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, neglect or exploitation 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 and 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 appendix 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 we recognise our learners may experience and that may make them more vulnerable:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE), child criminal exploitation (CCE) and county lines involvement
- Child-On-Child Abuse
- domestic abuse
- substance misuse
- fabricated or induced illness
- female genital mutilation (FGM)
- forced marriage
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering arrangements
- radicalisation
- child abduction and community safety incidents
- homelessness
- serious violence
- honour based abuse
- children and the court system
- children with family members in prison

8.6 We also recognise that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that cannot [DS4] 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:

8.7.1 If staff notice any indicators of abuse/neglect or signs that a child, young person or adult may have a safeguarding need they should immediately submit a safeguarding referral via the 'safeguarding and wellbeing referral tab found on staff's mypetroc homepage. They may also discuss their concerns in person with the safeguarding team but the details of the concern should also be recorded in writing and submitted via the referral process. Parents or those who do not have access to Petroc's my campus homepage can email their safeguarding concerns to the Petroc safeguarding team directly at safeguarding@petroc.ac.uk.

8.7.2 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, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed. Staff should record any low level concerns and submit a safeguarding referral to the Safeguarding team as stated in section 8.7.1.

8.7.3 Petroc recognises that the signs causing concern 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.

8.7.4 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 and follow an approach which is professionally curious in an attempt to better understand the circumstances. Staff must not ask leading questions.

8.7.5 Following an initial conversation with the learner, if the member of staff remains concerned, they must discuss their concerns with the Safeguarding team and submit a safeguarding referral.

8.7.6 If the learner does begin to reveal that they are being abused, neglected or exploited or otherwise at risk, staff should follow the advice below regarding a learner making a disclosure.

8.8 If a learner discloses to a member of staff:

8.8.1 We recognise that it takes a lot of courage for a learner to disclose they are being abused, neglected or exploited. 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 to them is abuse

8.8.2 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.

8.8.3 Staff should consider at all times what is in the best interests of the child and ensure their approach is child centred

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 overreact or act shocked – 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, always adopt the mindset 'it can happen here'
- ask open questions, but avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- 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, always be open and honest and explain who you will make a referral to.

8.9.1 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.

8.10 The member of staff should write up their conversation as soon as possible and submit a safeguarding referral on the myPetroc homepage using the learner's own words.

8.11 Notifying Parents:

8.11.1 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 concern, advice will first be sought from MASH e.g. familial sexual abuse, forced marriage, honour based violence, FGM.

8.12 Making a Referral:

8.12.1 Concerns about a child, young person or adult should be immediately raised with the Safeguarding team who will decide whether a referral to children's MASH, or care direct (for adults) or other support is appropriate.

8.12.2 Petroc safeguarding team may decide that the children involved do not require a referral to statutory services but may benefit from Early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. More information can be found in statutory guidance Working Together to Safeguard Children 2023, page 44

8.12.3 If a referral is needed, then the Safeguarding officer must make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a MASH 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.

8.12.4 The child (subject to their age and understanding) and the parents will be told that a MASH referral is being made, unless to do so would increase the risk to the child.

8.12.5 If after a referral the child's situation does not appear to be improving, or the referral to MASH had an outcome of 'no further action', and it is felt that this is an incorrect decision, 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. This will be done by following the case escalation process.

8.12.6 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.

8.12.7 Where referrals are not made by the safeguarding team, the Deputy designated safeguarding lead should be informed as soon as possible by the staff member making the referral[2].

8.13 Supporting our staff:

8.13.1 We recognise that staff working in the College who have become involved with a child who has experienced abuse, neglect or exploitation, or appears to be likely to suffer from them, may find the situation stressful and upsetting.

8.13.2 We will support staff by providing an opportunity to talk through their anxieties with the Safeguarding team and to seek further support as appropriate through our Human Resources department

9. Children at greater risk of harm

9.1 Whilst all children should be protected, Petroc recognises that some children are potentially at greater risk of harm than others.

9.2 Children with Special Education needs and disabilities and health issues:

9.3 Petroc recognises that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

Petroc staff will:

- Never assume that indicators of possible abuse such as behaviour, mood or injury relate to the child's condition without further exploration
- Understand that these children are prone to peer group isolation or bullying (including prejudice based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Recognise that learners with such needs may experience communication barriers and difficulties managing or reporting abuse, neglect or exploitation
- Recognise that children with special educational needs may experience cognitive understanding challenges where they are unable to understand the difference between fact and fiction

[2] To see Petroc's Safeguarding process flowchart visit appendix 2

9.4 Petroc will ensure that any reports of abuse involving children with SEND will be met with close liaison between the safeguarding team and the Head of SEND at the college

9.5 Children who need a social worker

9.5.1. Children may need a social worker due to safeguarding or welfare needs. A child's experience of adversity and trauma can leave them vulnerable to further harm. As well as educationally disadvantaged in facing barriers to attendance, learning behaviour and mental health.

9.5.2 The Petroc safeguarding team, once notified by the local authority that a learner at the college has a social worker, will ensure it is proactive in making sure that we promote the child's safety, welfare and educational outcomes.

9.6 Children who are Lesbian, Gay, Bisexual or Gender Questioning

9.6.1 A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

9.6.2 Petroc will ensure that learners who identify as LGBT will be offered the support of a trusted adult with whom they can be open.

9.8 Children requiring mental health support

9.8.1 Mental health problems can in some cases be an indicator that the child has suffered or is at risk of suffering abuse, neglect or exploitation. Petroc will ensure that it has clear systems and processes in place for ensuring that we are identifying learners who may be experiencing mental ill health as early as possible.

9.9 Children who are absent from education

9.9.1 Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation particularly county lines.

10. Child on Child Abuse

10.1 In most instances, the conduct of learners towards each other will be covered by our Learner Behaviour Policy, however some allegations may be of such a serious nature that they may raise safeguarding concerns.

10.2 The College recognises that children are capable of abusing other children often referred to as child-on-child abuse and that it can happen both inside and outside of college and online. It will not be passed off as 'banter' or 'part of growing up' which could lead to a culture of unacceptable behaviours. All staff working with children will maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

10.3 Child-on- Child abuse is most likely to include, but not limited to:

- abuse in intimate personal relationships between children
- (sometimes known as 'teenage relationship abuse'
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Bullying (including cyber bullying, prejudice based bullying and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse.
- 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 nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)

10.4 The term child-on-child 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.

10.5 Petroc aims to reduce the likelihood of child-on-child 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.

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

10.7 Any concerns, disclosures, or allegations of child-on-child abuse in any form should be referred to the Safeguarding team using the Safeguarding referral form as discussed earlier in this policy. Where a concern regarding child-on-child 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 by the Safeguarding Team.

10.8 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, at this stage considerations under section 33 of this policy will be made.

10.9 Petroc recognises and has fully implemented actions to meet our duty under Part 5 of Keeping Children Safe in Education 2024 guidance which refers to Child-on-child sexual violence and sexual harassment.

10.10 Petroc staff are fully aware of the need to report all signs, reports and concerns of child-on-child sexual violence and harassment including those that have happened outside of the college campuses and/or online. Petroc staff will follow the safeguarding procedures as discussed earlier in this policy.

10.11 Petroc has a zero tolerance approach to sexual violence and sexual harassment and makes clear that it is never acceptable and will not be tolerated within our community.

10.12 Petroc recognises that children with special education needs and disabilities (SEND) are three time more likely to be abused than their peers

10.13 Petroc ensures that staff have access to information which enables them to identify child-on-child sexual harassment and sexual violence.

10.14 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. Risk assessments are recorded (paper or electronic) and should be kept under continuous review.

10.15 The risk and needs assessment for a report of sexual violence and sexual harassment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and,
- the time and location of the incident, and any action required to make the location safer.

For further information regarding Child-on-child sexual violence and sexual harassment please refer to appendix 3 of this policy.

10.16 The term 'sharing nudes and semi nudes' means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Airdrop which works offline. Producing and sharing nudes and semi-nudes of under 18's is illegal.

10.17 The sharing of nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media groups.

10.18 Incidents involving the sharing of nudes and semi-nudes may also be referred as youth produced sexual imagery, youth involved sexual imagery, sexting or image based sexual abuse.

10.19 All incidents involving the sharing of nudes and semi-nudes at Petroc will be treated as a safeguarding concern and responded to in line with the statutory guidance - sharing nudes and semi-nudes; advice for education settings working with children and young people.

10.20 Making, possessing and distributing imagery of someone under the age of 18 which is indecent is illegal. This includes imagery of yourself if you are

under 18. The term 'indecent' is not defined in legislation, however further guidance can be found in section 1.7 of the above mentioned guidance.

10.21 If a member of staff becomes aware of an incident involving the sharing of nude or semi-nude images, they must follow the safeguarding referral process on the myPetroc homepage and contact the Safeguarding team immediately. Staff should not view, copy, or print the images being disclosed.

10.22 The Safeguarding team will 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 will be made to MASH and/or the Police as appropriate by the Petroc safeguarding team.

10.23 The DSL and DDSL, supported by the safeguarding team will ensure its responses to the sharing of nudes and semi-nudes images are fully compliant with expectations set out in Keeping Children Safe in Education 2024 and the above mentioned statutory guidance sharing nudes and semi nudes; advice for education settings working with children and young people.

10.24 The Safeguarding team will record all incidents of sharing nude and semi-nude images, including both the actions taken, actions not taken, reasons for doing so on its safeguarding recording platforms.

10.25 Our College policy on bullying is set out in a separate document (Learner behaviour policy - Code of Conduct). This includes all forms e.g., cyber, physical, verbal, peer group, hate and discriminatory related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body and reported to the local authority. 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 DSL will consider implementing child protection procedures as stated earlier in this policy.

10.3 The subject of bullying is addressed at regular intervals in learner Personal Development sessions.

11. "Hate Crime" Incidents

11.1 The College policy on Hate Crimes is set out separately in Petroc's learner code of conduct and acknowledges that repeated hate crime incidents or a single incident may lead to consideration under child protection procedures. We keep a record of Hate 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's;

- Race
- Religion
- Sexual orientation
- Transgender identity
- Disability

(Or perceived race, religion, sexual orientation, transgender identity or disability)

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

11.2.2 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 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. PREVENT, 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 specified authorities 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 is as a safeguarding concern and will follow the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism[3].

12.5 Petroc seeks to protect children and young people, as well as adults 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. Petroc will also ensure it is up to date with new ideologies including those catagorised as unclear / unstable and mixed.

12.6 College staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are detailed in Appendix 5. All new Petroc staff attend a mandatory face to face PREVENT session when they start delivered by the Deputy designated safeguarding lead. All staff are expected to renew their PREVENT training every two years through the completion of a home office training package.

12.7 Opportunities are provided in the learner Personal Development provision for learners to discuss British values and the PREVENT agenda. The College governors, the Principal and the Safeguarding team will continually assess the level of risk within the college and the communities in which it operates from extremist ideologies and put actions in place to reduce that risk through the implementation of a PREVENT duty risk assessment. Risk assessment will include the use of college premises by external agencies.

12.8 When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should immediately speak with the Deputy Designated Safeguarding Lead who is the single point of contact for PREVENT related concerns. Staff should then follow normal safeguarding procedures by submitting a safeguarding referral via the mypetroc homepage. If the matter is urgent and an individual is at risk of significant and imminent harm, then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101.

12.9 Any higher education learner involved in a PREVENT incident or activity will need to additionally 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 prevent@officeforstudents.org.uk

13. Domestic Abuse

13.1 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (child-on-child abuse / teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Petroc recognises that the Domestic Abuse act 2021 recognises that children seeing, hearing or experiencing the effects of domestic violence as victims in their own right.

13.2 Types of Domestic abuse includes intimate partner violence, abuse by family members, teenage relationship abuse (child-on-child) and child to parent abuse.

13.3 Since 2015 it is a criminal offence for someone to subject you to coercive control which is a kind of Domestic 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 all Petroc staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 4).

13.5 Petroc staff will, on all occasions where domestic violence is suspected or disclosed, submit a safeguarding referral to the Petroc safeguarding Team.

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, learning difficulty, communication ability, 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 increased status) of the perpetrator or facilitator.

14.2 The abuse can be perpetrated by individuals or groups, males or females, and adults. Children may also be exploited by other children who themselves may be experiencing exploitation, where this is the case it is important that the child perpetrator is also recognised as a victim. 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 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 via the Safeguarding referral discussed in section 8 of this document. Where an adult is at risk of, or experiencing CCE / CSE, staff identifying this concern should also submit an urgent referral to the Petroc safeguarding team. Petroc is aware there is a clear link between regular college absence, CSE and CCE. Staff should consider a child to be at potential CSE/CCE risk

in the case of regular college absence and make reasonable enquiries with the child and parents to assess this risk.

14.6 The Safeguarding Team will use the Devon Children and Families Partnership Adolescent Safety Framework Safer Me Assessment[4] 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 coordination hub within the MASH is required. If the Safeguarding Officer is in any doubt, they will contact MASH and request a consultation.

14.7 In all cases if the assessment identifies any level of concern, the Safeguarding team should contact their local MACE[5] (Missing & Child Exploitation) and email the completed Safer Me assessment for discussion and assessment at the next panel meeting. If a child is in immediate danger the police should be called on 999.

14.8 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 adopting a child centred approach, acting in their best interest as they would for any other type of abuse.

14.9 Petroc includes the risks of sexual and criminal exploitation in the learners Personal Development 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.

14.10 County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons.

14.11 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and adults to move and store

the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

14.12 Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims if they attempt to leave the county line network.

14.13 Petroc remains alert to the risks posed by county lines activity and works closely with local police to ensure that it is aware of any current and ongoing risks associated with this safeguarding concern. In all cases where staff believe a learner at Petroc could be, or is involved in county line operations, they will submit a Safeguarding referral as specified in section 8 to the safeguarding team.

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 personally report cases where FGM appears to have taken place, and 'known' cases of FGM in females under 18s, which are identified in the course of their professional work, to the police[6].

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 The duty on Teachers does NOT apply in relation to at risk or suspected cases (ie where a teacher does not discover that an act of FGM appears to have been caried out, either through disclosure by the victim or visual evidence) or in cases where women are over 18 years old. In these cases teachers should follow the Petroc referral process as set out in section 8 of this policy.

15.4 College staff are trained to be aware of risk indicators of FGM. 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 practising 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 or other member of staff should examine a female.

15.7 For further information around FGM including the reporting duty, visit the mandatory reporting of female genital mutilation procedure guidance.

16 Forced Marriage

16.1 A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form if coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

16.3 A forced marriage is not the same as an arranged marriage which can be 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.

16.4 College staff should never attempt to intervene directly as a College or through a third party. Contact should be made urgently if staff have concerns around forced marriage with MASH. College staff can also contact the Force Marriage Unit for information on 020 7008 0151 or by emailing fmu@fcdo.gov.uk

17. Honour-based Abuse

17.1 Honour-based abuse (HBA) 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 So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

17.3 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

17.4 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.

17.5 If staff have a concern around a learner experiencing HBA, they will immediately contact the Petroc safeguarding team.

18. 'One Chance' Rule

18.1 All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA, and in fact wide intra familial and contextual safeguarding concerns. Staff recognise they may only have one chance to speak to a learner who is a potentially experiencing abuse, neglect and exploitation 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 as well as wider intrafamilial and contextual safeguarding matters. .

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 adults and identify such behaviour that may suggest they are experiencing a mental health need or be at risk of developing one which could result in harm to themselves or others.

19.2 Staff at the college acknowledge that adverse childhood experiences, and experiences of abuse, neglect and exploitation can impact on a child's or adults mental health. If staff identify a mental health concern in a child or adult that is also a safeguarding concern, they will share this with the safeguarding team immediately using the referral mechanism described in section 8. For more information on how behaviour is affected by mental health in schools, click here.

20. Private Fostering Arrangements

20.1 Private fostering occurs when a child under the age of 16 (under 18 for children with a disability is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. 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 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.

20.3 By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify the local authorities 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 Petroc Safeguarding Team who will notify MASH of the circumstances.

20.5 Comprehensive guidance on private fostering can be found here

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 (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those who have parental responsibility.

21.3 A previously looked after child potentially remains vulnerable and all staff at the college will have the skills, knowledge and understanding to keep previously looked after children safe.

21.3 The designated teacher for looked after children at the college, 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 who are absent from education

22.1 Petroc staff are aware that children being absent from the college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign for a range of safeguarding possibilities. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help risks of a child going missing in the future.

22.2 Attendance, absence and exclusions are closely monitored by the college. The College will, wherever possible, hold more than one emergency contact number for learners.

22.3 The Safeguarding and Wellbeing 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[7].

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

23. Online Safety

23.1 Petroc understands that it is essential that children and adults at risk are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g.

consensual and non- consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

23.2 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. Learners may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. If staff are concerned about a learners online activity they should submit a safeguarding referral as described in section 8 of this policy.

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 within Petroc's Personal Development delivery and all staff receive online safety training which is regularly updated.

23.5 Petroc recognises its responsibility to do all it can to reasonably limit exposure to harmful and inappropriate online content in using the college's IT systems. The Petroc Governing body will ensure that appropriate roles and responsibilities to manage filtering and monitoring systems are assigned.

23.6 Petroc will ensure that it reviews its filtering and monitoring approach annually ensuring that harmful and inappropriate content is blocked without unreasonably impacting teaching and learning.

23.7 To ensure a safe online learning environment, Petroc employs comprehensive filtering and monitoring systems. These measures protect our learners from inappropriate and harmful content. The DSL / DDSL will receive daily filtering reports which include searches which are of concern. Where inappropriate or harmful searches are conducted, they will be managed as a safeguarding concern and responded to by the Safeguarding team.

23.8 All Petroc staff will, whilst respecting an individual's rights to privacy, monitor our learners and their online usage. If staff observe online activity which is concerning, they will submit a safeguarding referral to the Petroc safeguarding team as set out in section 8 of this document.

24. Homelessness

24.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Petroc's safeguarding team will work closely with the local authority so we can raise / progress concerns of homelessness at the earliest opportunity.

24.2 Risk factors could consist of household debts, rental arrears, domestic abuse and antisocial behaviour as well as families being asked to leave property, Petroc staff will be aware of this and ensure we are fully considering homelessness or risk of being at the earliest opportunity. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm

24.3 Petroc recognises that we will be considering homelessness in the context of children living with their families and interventions will be on that basis. We do however recognise that some children, particularly aged 16 and 17 could be living independently from their parents and guardians and will require a different level of intervention and support. The Petroc safeguarding team will ensure they identify these children to the local authority children's social care who will be the lead agency of these cases. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: Here

25. Allegations Against Staff

25.1 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.

25.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff will be given at induction.

25.3 If staff have a safeguarding concern, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) harming or posing a risk of harm to children then this should be referred to the Principal immediately.

25.4 If there is a concern / allegation about the Principal, this should be referred to Petroc's chair of Governors.

25.5 If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, Volunteers or contractors) that does not meet the HARM threshold then this should be shared in accordance with Petroc's disciplinary policy and procedures and or the Petroc complaints procedure via the Human resources or Quality teams.

25.6 Petroc will robustly follow the procedures for managing allegations against staff as set out in Part 4 of Keeping Children Safe in Education 2024 and the college disciplinary policy and procedures.

25.7 Suspension of the member of staff, excluding the Principal, should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. Suspension should only be considered in cases where there is cause to suspect a child, or other children at Petroc is/are at risk of harm or if the case is so serious that there might be grounds for dismissal. The Principal will seek the advice of the LADO and the college Director of People Services, and the Police if appropriate.

25.8 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.

25.9 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.

25.10 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.

25.11 College staff will understand that, under section 16 of 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.

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

26. Whistleblowing

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

26.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of Safeguarding, 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.

26.3 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

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

27. Use of reasonable force

27.1 Petroc recognises that maintaining a safe and secure environment is essential for the well-being and welfare of our learners, staff and wider campus users. As part of our commitment to upholding a robust and effective safeguarding policy, we acknowledge the need for clear guidelines on the use of reasonable force. This statement outlines our approach to the use of reasonable force in accordance with the guidelines provided in the document 'use of reasonable force' reviewed in July 2013.

27.2 Our policy on the use of reasonable force is based on relevant legislation including the common law right to the use of reasonable force, the Human rights Act 1998, the education act 1996 and the guidance provided in 'use of reasonable force' July 2015.

27.3 Reasonable force refers to the minimum level of physical intervention necessary to maintain order, prevent harm, or protect individuals from harm. It should always be proportionate to the circumstances and applied as a last resort when other options have been exhausted.

27.4 Under section 93 Education and Inspections Act 2006 all members of staff have the legal power to use reasonable force to prevent students from committing an offence, causing personal injury or damage to property, and to maintain good order and discipline in the classroom..

27.5 There are circumstances when it is appropriate for staff at Petroc to use reasonable force to safeguard children and adults at risk. The decision on whether or not to use reasonable force to control or restrain a child is down

to the professional judgement of staff concerned within the context of the law and should always depend on individual circumstances.

27.6 Before considering the use of reasonable force staff should conduct a thorough and dynamic risk assessment of the situation. Every effort should be made to de-escalate the situation and resolve conflict through non-physical means.

27.7 All incidents involving the use of reasonable force will be documented promptly and accurately through the submission of a safeguarding referral and submitted to the safeguarding team for review. This report should include the reasons for using reasonable force and detail any injuries sustained. A post-incident debrief chaired by the Designated safeguarding lead, or deputy, in collaboration with the staff member and their line manager will always take place looking for opportunities to identify best practice and any associated learnings.

27.8 Petroc is committed to regularly reviewing and updating its policies and procedures on reasonable force and aligning it with current legislation, best practices and the specific needs of our college community. Ongoing training will be provided to help our staff understand legislation to ensure their knowledge is up to date and to promote a culture of continuous improvement.

28. Confidentiality, sharing information, GDPR and Data retention

28.1 All staff will understand that Safeguarding 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.

28.2 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 and adults at risk, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

28.3 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.

28.4 Keeping Children Safe in Education (2024) emphasises that any member of staff can contact children's social care (MASH) if they are concerned about a child.

28.5 Child protection information will be stored and handled in line with the Data Protection Act 2018 [8] and HM Government Information Sharing and Advice for practitioners providing safeguarding services .

28.6 Safeguarding records will be retained in accordance with legal and regulatory requirements as well as good practice guidelines. Petroc will retain safeguarding records until the learner is aged 25. At the end of this retention period safeguarding records will be securely and confidentially disposed of.

28.7 Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

30.8 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children and adults at risk.

29. Photography and Images

29.1 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

29.2 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 or sound recordings 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 or other Petroc activity, and if appropriate, in consultation with the safeguarding team.

30. Off-site activities

30.1 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 to our learners on our site, or on behalf of the college we will check that they have appropriate procedures in place, including their Safeguarding, PREVENT , and safer recruitment policies as well as any other policies deemed appropriate.

30.2 When our learners attend off site activities, including day and residential visits including work related activities, we will check that effective safeguarding arrangements are in place at the setting they are to visit, in line with this policy.

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

31. Subcontracting and Alternative provision arrangements

31.1 Petroc will carry out thorough 'due diligence' checks when appointing delivery subcontractors ensuring that facilities are safe, suitable and fit for purpose, and will ensure that these checks will continue on at least an annual basis. As part of these checks, checks will be made on all appropriate policies including Safeguarding including the PREVENT duty, Safer recruitment, learner behaviour and whistleblowing policies (not exhaustive).

31.2 Petroc will manage and monitor activities undertaken by organisations we subcontract to ensure that high quality, safe provision is taking place which meets the requirements of the contract we have entered into. Safeguarding practice and policies will be rigorously policed through announced and unannounced visits to the setting, regular discussions with staff and learners, and regular contact between the Petroc safeguarding team and the Designated safeguarding lead at the sub-contracting setting.

31.3 Petroc will ensure it complies with all expectations as set out in the subcontracting funding rules for ESFA funded post-16 funding document.

31.4 Where Petroc places a learner with an alternative provision provider, it continues to be responsible for the safeguarding of that learner and will be satisfied that this provision will meet the learners needs.

32. Use of college premises for Non-College activities

32.1. Petroc recognises statutory guidance "Keeping Children Safe in Education 2024," emphasise the need for the college to ensure that safeguarding measures are in place when their premises are used for non-college activities.

32.2 Prior to agreeing to allow other originations or businesses to use our premises Petroc will ensure that they have appropriate safeguarding arrangements in place. This will include compliance with expectations set out relating to safe recruitment guidance.

32.3 As part of authorising other organisation and businesses to use our premises, those who will be on our campuses must have had a safeguarding induction of Petroc safeguarding arrangements on site.

32.4 Petroc will establish clear agreements or contracts with external organisations, outlining their safeguarding responsibilities and ensuring compliance with the college's safeguarding policies.

32.5 Petroc will regularly monitor and review the safeguarding arrangements of external organisations using their premises. This ensures ongoing compliance and addresses any emerging issues promptly.

32.6 Any safeguarding concerns that arise during non-college activities must be reported and managed according to Petroc's safeguarding procedures. Petroc will ensure that all parties are aware of the reporting mechanisms and their responsibilities.

33. Allegations between Learners

33.1 We have a duty of care for all learners. Where an allegation has been made against a learner(s), whether occurring on our campuses or in the community, 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, or have their provision adjusted temporarily until it is safe for them to return to their normal study provision.

34. Learners with Criminal Convictions

34.1 Learners applying to enrol on courses at Petroc will be asked, as part of the application process and at interview, to declare any spent and / or unspent convictions.

34.1 Petroc takes the safety and wellbeing of members of our community as paramount. Asking all those wishing to enrol with the college to disclose any criminal convictions recognises this, as well as ensuring the college meets its statutory responsibilities and provides appropriate support including to those disclosing criminal convictions.

34.2 Petroc requires all learners wishing to enrol with Petroc to disclose any spent, and/or unspent convictions. Petroc provides study programmes for both child and adult learners taking place on our campuses, and in some cases in the same study spaces. It is therefore certain that they will come into contact with one another. Asking learners to disclose both spent and unspent criminal convictions ensures that Petroc is promoting the safety and welfare of its learners and is complying with legislation such as Safeguarding vulnerable Groups act 2006 and the Rehabilitation of Offenders Act 1974 (exceptions) Order 1975.

34.3 By asking learners to disclose criminal convictions, Petroc can proactively manage any risks, support rehabilitation and maintain a supportive environment for all members of our community.

34.4 Petroc asks that any conviction for the following offences are discussed with the safeguarding team prior to application:

- 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

34.5 If a learner was convicted outside of the United Kingdom, this must also be disclosed.

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

34.7 If learners have convictions, they will not be excluded from the application process. The information concerning criminal convictions will be passed to the DSL and DDSL, who 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 to ensure the applicant, and others can attend the college safely. Part of this process will include speaking with other external statutory services to request references of good conduct. If the DSL / DDSL along with the relevant Petroc Assistant Principal and Head of Faculty are satisfied that any risks can be mitigated, the learner's application will proceed as normal although there may be additional conditions imposed on any offer of education made to the applicant. If the DSL / DDSL, Petroc Assistant Principal and Head of Faculty decide an offer cannot be made, then the learner will be notified of this.

34.8 Failure to declare a criminal conviction at application or enrolments stages is taken very seriously and could result in expulsion from the college.

34.9 If a learner is convicted of a criminal offence after they have applied and enrolled on a study programme, they must notify the college safeguarding team immediately by emailing safeguarding@petroc.ac.uk.

34.10 When a learner applies for courses at the college that involve working with children or vulnerable adults through work placements, they must disclose any convictions that may appear on a DBS check. The DSL / DDSL along with the Assistant Principal will assess the disclosed convictions to determine the appropriateness of offering a place in these courses.

34.11 When applying for Petroc study programs, particularly those involving work with vulnerable groups or infilling into 16-18 college provisions, learners are required to disclose any current police investigations they are subject to. This information is necessary to ensure the safety and well-being of all members of the college community. All disclosures will be handled confidentially and assessed on a case-by-case basis, in compliance with data protection and equality laws

35. External Speakers

35.1 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.

35.2 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 Petroc's Equality and Diversity values, as well as our safe environment.

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

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

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

35.6 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 (not exhaustive). Direct attacks on any religions or beliefs are not permitted.

35.7 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.

35.8 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 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 form can be found in the safeguarding tab on the mypetroc homepage.
- the Heads of Faculty and the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead reserves the right to require references and DBS disclosures for the proposed speaker and to refuse permission for the speaker to visit the college
- speakers must be informed that talks may be recorded/filmed by the college
- a member of staff must be present for the duration of the event. It is the responsibility of the staff member organising the external speaker to ensure they are accompanied at ALL TIMES whilst on Petroc's campuses. This will include complying with Petroc's policy for visitors.

35.9 Process for the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead:

- Identify the request for an external speaker
- Assess any possible risks posed by the external speaker
- 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
- Any concerns should be reported to the Devon and Cornwall Police for advice on appropriateness of the speaker and partnership working in decision making
- Once research is complete and if appropriate Devon and Cornwall Police or other appropriate agency advice sought, a decision of suitability can be made.

35.10 If the speaker has been, is associated with, or has 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

Petroc will not agree to this event going ahead.

35.11 The DSL / DDSL will retain all request applications from staff and learners inviting external speakers into our community.

36. Adults in filling into Petroc's 16-18 provision

36.1 As part of Petroc's commitment to providing inclusive and comprehensive educational opportunities, Petroc has made the decision to allow adult learners to participate in certain provisions primarily designed for 16-18-year-old learners. This integration will occur in cases where there are no equivalent adult-only courses available, ensuring that all learners have access to the education they need. This policy outlines our approach to minimising risks and ensuring

36.2 To safeguard the welfare of all learners, Petroc has implemented comprehensive measures to minimise risks associated with the integration of adult learners into 16-18 provisions. These measures include:

- Initial Risk Assessment: Petroc will conduct thorough risk assessments for each integrated course to identify potential risks and develop mitigation strategies. Every adult, prior to filling into provisions will have in place a detailed risk assessment to safeguard them and others. All learners are required to disclose any criminal convictions or ongoing police investigations and this will be taken into account during whether an adult can infill into a 16-18 provision
- Regular Reviews: Regularly review and update risk assessments to reflect any changes in the learning environment or learner dynamics.

36.3 All learners joining study programmes with Petroc will have as part of their induction session a briefing including the learner code of conduct setting out expectations of behaviour, and a detailed overview of safeguarding at Petroc. This will include clear pathways for learners to raise concerns as and if they arise. This will include two reporting mechanisms:

- Clear Reporting Channels: Establish clear and accessible channels for reporting any concerns or incidents. Ensure all students and staff are aware of these channels.
- Anonymous Reporting: Provide options for anonymous reporting to encourage students to report concerns without fear of retaliation.

36.4 Petroc will also survey all learners to determine their learner experience. Petroc safeguarding team will regularly communicate with faculty areas where adults are infilling to understand the effectiveness of the integration and any emerging concerns.

37 Linked Policies and Procedures

- Learner Behaviour Policy
- Staff Code of Conduct
- Whistleblowing
- Health & Safety
- Attendance and punctuality
- Study Programme Policy
- Data Protection/GDPR Guidance
- IT Security Policy
- Looked After Children and Care Leavers Policy
- Safety and Security Policy
- SEND Policy
- Staff Disciplinary Policy and Procedure
- Recruitment and selection Policy
- Safer Recruitment
- Wellbeing Policy

- Learner Wellbeing Policy
- Fitness to Study / Fitness to practise Policy
- Learner admissions policy
- Data retention and disposal policy
- E-Safety policy
- 16-19 Bursary fund policy 2023/2023
- Learner Admissions policy
- Learner success standards
- Visible ID procedure
- Young Adult carers policy

Appendix 1: Recognising Signs of Child Abuse

Categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong (not exhaustive):

- Significant change in behaviour, becoming withdrawn
- Extreme anger or sadness
- Aggressive behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury, thoughts of suicide
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Criminality
- Substance abuse
- Mental ill health including changes in eating habits or developing eating disorders

- 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 the safeguard team at Petroc / 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.

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:

- bruises on babies who are not yet crawling or walking
- Bruises on cheeks, ears, palms, arms and feetrepeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Multiple bruises in clusters, 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
- Bruises which look like they have been caused by fingers, grasp marks
- Large oval shaped 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

Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times.

If a child is frequently injured, and if the bruises or injuries are unexplained, or the explanation doesn't match the injury, this MUST be investigated. Concerns should also be had if there is a delay in seeking medical help for a child who has been injured.

Recognising Emotional Abuse:

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child. The indicators of emotional abuse are often also associated with other forms of abuse.

<u>The following may be indicators of emotional abuse:</u>

- 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
- humiliating or constantly criticising a child
- exposing a child to upsetting events or situations like domestic abuse or drug taking

Recognising Signs of Sexual Abuse:

What is sexual abuse?

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn’t necessarily involve violence and the child may not be aware that what is happening is abuse.

Child sexual abuse can involve contact abuse and non-contact abuse.

Contact abuse happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- encouraging or forcing a child to watch or hear sexual acts
- making a child masturbate while others watch
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.

- meeting a child following online sexual grooming with the intent of abusing them

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped. Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

Spotting the signs of sexual abuse

There may be physical signs that a child has suffered sexual abuse. These include:

- anal or vaginal soreness or itching
- bruising or bleeding near the genital area
- discomfort when walking or sitting down
- an unusual discharge
- sexually transmitted infections (STI)
- pregnancy

Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.

Spotting the signs of child sexual exploitation

Sexual exploitation can be very difficult to identify. Young people who are being sexually exploited may:

- go missing from home, care or education
- be involved in abusive relationships
- hang out with groups of older people
- be involved in gangs or anti-social groups
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- be involved in petty crime such as shoplifting
- have access to drugs and alcohol
- have new things such as clothes and mobile phones, which they aren't able to easily explain

What is harmful sexual behaviour?

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people, and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

HSB can include:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- sexual activity with other children or adults.

Sexual behaviour between children is considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled.

Spotting the signs of harmful sexual behaviour

It's normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates, and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

Recognising Neglect:

Neglect is the ongoing failure to meet a child or young person's basic needs, is the most common form of child abuse, often happening at the same time as other types of abuse. A child may be left hungry or dirty, without proper clothing, shelter, supervision or health care. Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Physical neglect; a child's basic needs such as food, clothing or shelter are not met and the child or young person is not properly supervised or kept safe .

Educational neglect; A parent doesn't ensure their child is given an education.

Emotional neglect; A child or young person doesn't get the nurture and stimulation they need. This could be ignoring, humiliating, intimidating or isolating.

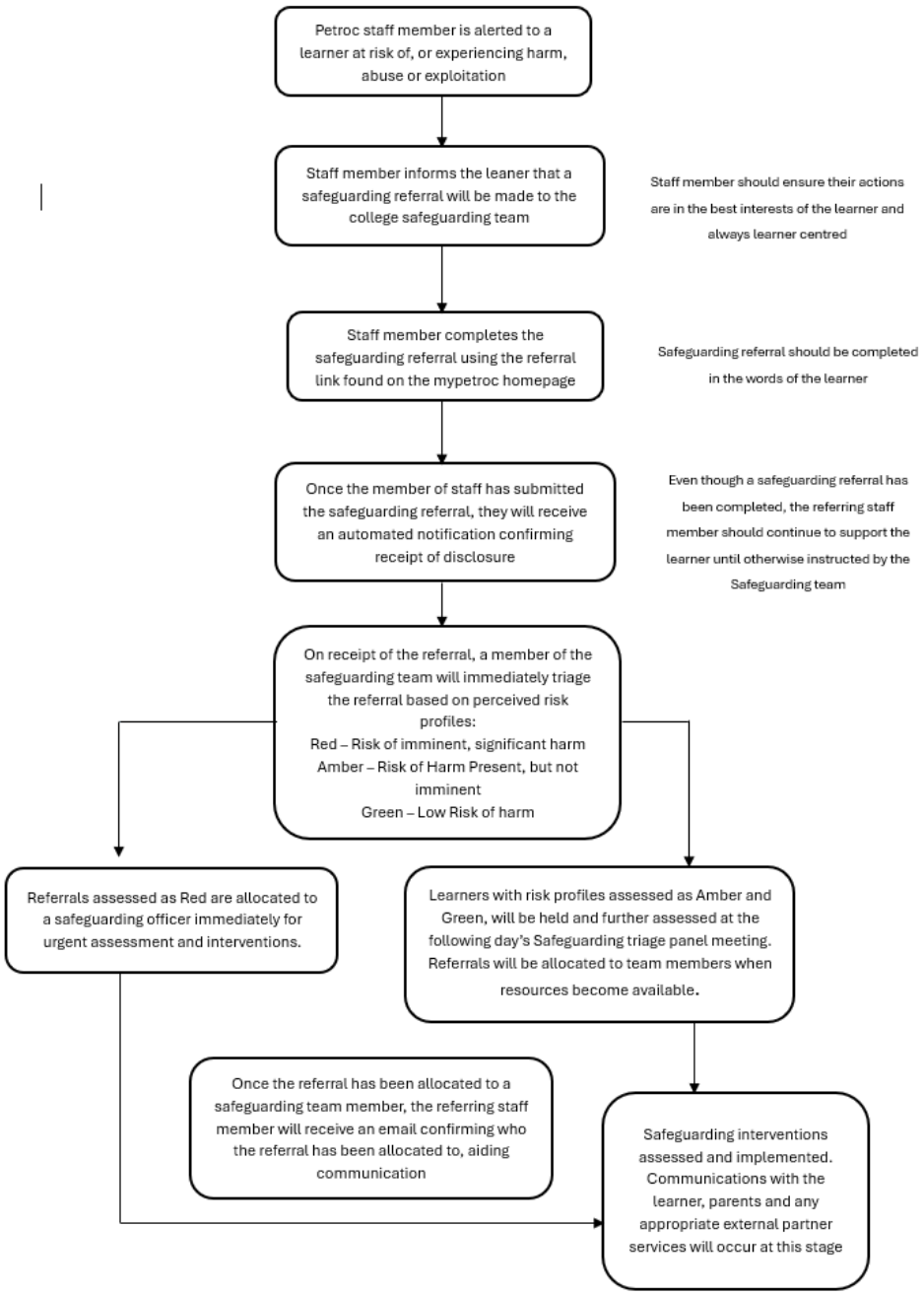
Medical neglect; A child or young person isn't given access to proper health care. This includes dental care.

Indicators include:

- a child seen to be listless, apathetic, and irresponsive 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
- being dirty or smelly
- being hungry or not given money
- children who live in an unsuitable home environment
- children who have untreated injuries, health or dental problems

For further information on indicators of child abuse, visit the NSPCC spotting the signs of child abuse page.

Appendix 2 – Petroc Safeguarding Referral Process Flowchart



Appendix 3: Child-on-child sexual abuse and sexual harassment

Introduction:

Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Staff will report any concerns they have after observing or taking a disclosure of sexual violence or sexual harassment immediately to the Petroc safeguarding team.

Children and young people who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same college.

Sexual Violence;

It is important that all Petroc staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it **can happen both inside and outside of college.** When referring to sexual violence, we do so in the context of child-on-child sexual violence.

When referring to sexual violence, this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

Causing someone to engage in sexual activity without consent: A person

(A) commits an offence if: s/he intentionally causes another person (B) to

engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What is consent?

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

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

Sexual harassment;

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

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence.
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online

Petroc considers sexual harassment in its broadest terms and will be challenged on all occasions it is seen.

Harmful sexualised behaviour;

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

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.

In responding to child on child sexual abuse and sexual harassment, Petroc will do so on a case-by case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required. The DSL / DDSL will refer to guidance laid out in Part 5 of Keeping children safe in Education and in particular responding to reports of sexual violence and sexual harassment found on page 116

Appendix 4: Domestic Abuse (incl Operation Encompass): How does it affect children?

Introduction:

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.

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.

Young people can also experience domestic abuse within their own intimate relationships, this is sometimes referred to as 'teenage relationship abuse'.

Operation encompass:

Operation encompass operates in all police forces across England. It helps police and Petroc work together to provide emotional and practical help to our learners. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic abuse incident, the police will inform the Petroc safeguarding team the following day. This ensures that Petroc has up to date and relevant information about the learner's circumstances and can enable immediate support to be put in place, according to the child's needs.

Appendix 5: Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of Petroc's safeguarding approach.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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.

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.

<u>Indicators of vulnerability include (not exhaustive)</u>

Low risk

Low risk means there's no evidence to suggest the child, young person or adult learner is vulnerable to radicalisation. Low risk behaviours, when seen alone, would not necessarily need to be explored further. Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies

- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- taking a stand and supporting causes, for example animal rights(non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation.

Low risk: what to do

Where there is low risk, staff should think about:

- talking informally to the learner about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

Medium risk

Medium risk means a child, young person or adult learner is at heightened risk of radicalisation. There may be several indicators of risk. Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weapons or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Medium risk: what to do

If you suspect a learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors.

You should ask yourself:

- if there's reasonable cause to suspect that the learner is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the learner - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the learner is suffering from or is at risk of harm including vulnerability to radicalisation, you should act immediately and submit a safeguarding referral to the safeguarding team in line with section 8 of this policy.

High risk

High risk means a child, young person or adult learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately. High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

If staff have a concern that a learner is displaying any of the above listed behaviours, please submit a safeguarding disclosure using the safeguarding referral form on the mypetroc homepage.

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 multiagency Channel panel to determine whether individuals require support.

Further Advice:

Focus on the learner

When recording the conversation, make sure you use the learner's own words and describe any actions clearly.

If you're speaking to the learner alone, reassure them that you want to clarify something they said or did.

Be responsive and inclusive

Ask open and specific questions. Do not add details to your report but ask the learner to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?'

Do not make assumptions about the learner's behaviour based on any aspects of their background or identity.

Be proactive

Do not promise confidentiality. Be clear with the learner about your next steps or actions.

Build a rapport

Build on your knowledge of the learner by asking about some neutral topics.

Get them talking

Use TED:

T - tell

E - explain

D - describe

For example: ‘Tell me what happened in maths today.’

Avoid direct confrontation of opinions or attitudes

Do not say: ‘You’re wrong.’ The learner could become defensive, agitated or withdrawn. Instead, you could ask: ‘What made you feel like this?’

Redirect them

If you’re finding it hard to discuss the learner’s behaviour because they feel angry or emotional, try to redirect them. You could say: ‘Tell me something funny that happened last week.’

Start by raising concerns about their behaviour, not their beliefs

Do not say: ‘You’ve been expressing some concerning beliefs and ideas.’ Do say: ‘I’m concerned because I’ve noticed you’ve become [angry or disengaged]. What’s going on?’

Make observational comments about their emotional or behavioural state

For example, you could say: ‘You look exhausted or agitated or angry. What are you doing to relax?’ This may lead to: ‘Where do you go? Who do you see?’

Do not ask leading questions

Do not ask questions like: ‘Did you hear this at home?’ Instead, start your questions with who, what, when, where, how. For example: ‘How do you feel about…?’, ‘What do you understand by…?’, ‘Where did you hear…?’, ‘What would you do if…?’

Ask questions

Get them to explain. Ask them: ‘What made you think about these things?’ or ‘Can you give an example of that?’, ‘Can you explain that further?’, ‘Is there another point of view on that issue?’

The learner might not be able to see other points of view and have a fixed view of the world.

Get them to think about what they’re saying

You could ask: ‘I still don’t understand. Explain it differently for me’, ‘What is fact and opinion in this statement?’, ‘How do you know that….? What are you basing your judgement on?’

Find ways to understand the concerns

Handling difficult or controversial discussions can be challenging.

You could say: ‘I don’t know much about this. Shall we research it together?’ or ‘Shall we find someone who does know more about this? I would like to learn more.’

Or could say: ‘I need to speak to someone to see if we can find anyone who knows a lot about this. They could talk to you and help you understand more about X.’