



Safeguarding and Child Protection Policy

Safeguarding and Child Protection Information

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Designated Safeguarding Person: (DSP)	Jo de Louvois, Student Welfare Manager
Nominated Safeguarding Governor:	Daniela Shanly

This policy should be interpreted in the context of other relevant College Policies and Procedures, particularly BCA Safeguarding Child Protection and Safeguarding Policy (December 2017), BCA Safeguarding Annual Audit (December 2017) and the Single Equality Scheme (October 2017).

Purpose

Providing high quality education that gives our students the knowledge, skills and experience to be successful in their chosen career.

BCA Equality and Diversity Ethos Statement

This policy and procedure is subject to The Equality Act 2010. The College is fully committed to promoting, maintaining and supporting equality and diversity in all aspects of its work. The College aims to create an environment where all individuals have the opportunity to achieve their full potential, and gain a feeling of self-esteem and respect for and from all others. The College expresses its opposition to all forms of inequality and discrimination.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the College, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Student includes everyone, whether under 18 years of age or over.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents

Policy statement and principles

This policy is one of a series in the College's integrated safeguarding portfolio. The College's safeguarding arrangements are inspected by Ofsted.

Our core safeguarding principles are:

- ✎ The College's responsibility to safeguard and promote the welfare of students is of paramount importance.
- ✎ Safer students make more successful learners.
- ✎ Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavor to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

Policy Principles

- ✎ Welfare of the student is paramount.
- ✎ All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- ✎ All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- ✎ Students and staff involved in child protection issues will receive appropriate support.

Policy Aims

- ↘ To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- ↘ To ensure consistent good practice.
- ↘ To demonstrate the College's commitment with regard to child protection to students, parents and other partners.
- ↘ To contribute to the College's safeguarding portfolio.

Annual Safeguarding Audit

The college carries out an annual audit of our safeguarding practice, to demonstrate how the duties set out in the guidance are being discharged.

Annual Safeguarding Position Paper

Gives an overview and brings focus and clarity to the development of the service and support. See attached July 2017 copy.

1. Working with and referring to the current safeguarding legislation and guidance

Section 175 of the Education Act 2002 (Section 175 of the Education Act 2002 was implemented in June 2004) This introduced new statutory duties for schools, governing bodies and local authorities requires governors of further education (FE) Colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The **Teacher Standards 2012** state that teachers, including Principals should safeguard children's well being and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance **Working Together to Safeguarding Children (Feb 2017))** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools and colleges.

The statutory guidance **Keeping Children Safe in Education (September 2016)** is issued under Section 175 of the Education Act 2002. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. All staff should read Part One of this guidance and staff can find a copy in this in the staff room Safeguarding Suite of Policies.

Part 5 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015) , which received Royal Assent on 12 February 2015, contains provisions to prevent people being drawn into terrorism and effectively puts the Prevent strategy on a statutory footing⁵

The **Equality Act 2010** legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

The **Human Rights Act is a UK law passed in 1998**. It lets you defend your rights in UK courts and compels public organisations (including the Government, police and local councils) to treat everyone equally, with fairness, dignity and respect
Inspecting Safeguarding in Early years, Education and Skills Settings 2015

What to do if you are worried a child is being abused: advice for practitioners DfE 2015

This advice is non-statutory, and has been produced to help practitioners identify child abuse and neglect and take appropriate action in response. This advice replaces the previous version of What to do if you're worried a child is being abused, published in 2006, and complements Working Together to Safeguard Children (2017) statutory guidance.

Mental Health & Wellbeing for LAC 2016 the Department for Education and the Department of Health jointly published new statutory guidance on Promoting the health and well-being of looked-after children. The guidance recognised that almost half of children in care have a diagnosable mental health disorder

Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day-to-day contact with students, college staff are uniquely placed to observe changes in student's behavior and the outward signs of abuse. Students may also turn to a trusted adult in college when they are in distress or at risk. It is vital that college staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The College will act on identified concerns and provide early help to prevent concerns from escalating.

There are currently over 57,000 children in the UK who have been identified as needing protection from abuse (NSPCC 2017). Research shows that one child per week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of young people is a growing problem and disabled young people are three times more likely to be abused and neglected.

2. Roles and responsibilities

BCA has a duty to appoint a member of the the management team to coordinate child protection arrangements on a daily basis.

The Designated Safeguarding Person/ Student Welfare & Safeguarding Manager

- ↘ Has the status and the authority within the college to carry out the duties of the post, including committing resources and supporting and directing other staff, is appropriately trained, with updates every two years.
- ↘ Acts as a source of support and expertise to the College community.
- ↘ Encourages a culture of listening to young people to recognise their concerns and feelings.
- ↘ Is alert to the specific needs of children in need, those with special educational needs and young carers.
- ↘ Has an understanding of locally agreed processes for providing early help and intervention.
- ↘ Keeps detailed written/electronic records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file.
- ↘ Refers cases of suspected abuse to children's social care or police as appropriate.
- ↘ Notifies children's social care if a student with a child protection plan is absent for more than two days without explanation.
- ↘ Where a student leaves BCA, ensures the child protection file is copied for any new educational establishment as soon as possible but transferred separately from the main student file.
- ↘ Attends and/or contributes to child protection conferences.

- ✎ Coordinates the College's contribution to child protection plans.
- ✎ Develops effective links with relevant statutory and voluntary agencies including the LSCB.
- ✎ Ensures that all staff sign to indicate that they have read and understood the child protection policy.
- ✎ Ensures that the Safeguarding and Child Protection Policy is regularly reviewed and updated annually.
- ✎ Keeps a record of staff attendance at child protection training. Makes the Safeguarding and Child Protection Policy available publicly, on the College's website or by other means.
- ✎ Ensures parents are aware of the College's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- ✎ Works with the Vice Principal to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS).

The Governing Body ensures that the College

- ✎ Appoints a Senior Designated Safeguarding Person (SDSP Vice Principal) for child protection who is a member of the Senior Leadership Team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- ✎ Ensures that the DSP role is explicit in the role holder's job description.
- ✎ Has a Child Protection Policy and procedures, including a staff Code of Conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the College's website or by other means.
- ✎ Has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal.
- ✎ Follows safer recruitment procedures that include statutory checks on staff suitability to work with students.
- ✎ Develops a training strategy that ensures all staff, including the Principal, receive information about the College's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB. The DSP receives refresher training at two-yearly intervals.
- ✎ Ensures that all temporary staff and volunteers are made aware of the College's arrangements for child protection.
- ✎ Ensures that the College contributes to inter agency working and plans.
- ✎ Considers how students may be taught about safeguarding, including e-safety as part of a broad and balanced curriculum.

The governing body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal.

The Senior Designated Safeguarding Person (SDSP)/Vice Principal

- ✎ Ensures that the Child Protection Policy and procedures are implemented and followed by all staff.
- ✎ Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSP to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- ✎ Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- ✎ Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- ✎ Liaises with the Local Authority Designated Officer where an allegation is made against a member of staff.

- ↘ Ensures that anyone who has harmed or may pose a risk to a student is referred to the Disclosure and Barring Service.

3. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse and neglect.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the College's Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Referring all concerns about a student's safety and welfare to the SDSP or DSP.
- Following the College's rules with regard to communication with students and use of social media and online networking.

4. Abuse of trust

All College staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the College staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

The College's Code of Conduct sets out our expectations of BCA staff

5. Students who may be particularly vulnerable

Some students may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to students who are:

- Disabled or have special educational needs
- Young carers
- Living in a domestic abuse situation

- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying.
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- Involved directly or indirectly in sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM) or forced marriage.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for students with communication needs.

6. Missing children

Attendance, absence and exclusions are closely monitored. A student going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSP will monitor unauthorised absence, particularly where students go missing on repeated occasions.

7. Helping children to keep themselves safe

Students are reminded regularly about e-safety and tackling bullying procedures. The College continually promotes an ethos of respect for students, and students are encouraged to speak to a member of staff in confidence about any worries they may have.

8. Support for those involved in a child protection issue

Child abuse is devastating for the students and can also result in distress and anxiety for staff who become involved.

BCA will support students, their families, and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person (DSP) who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies

9. Complaints procedure

Our complaints procedure will be followed where a student, parent or other stakeholder raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed in the first instance by the SDSP and where necessary, the Principal. Complaints from staff are dealt with under the College's complaints and disciplinary and grievance procedures.

10. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the student is paramount. The College's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

11. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A student may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

The full procedures for dealing with allegations against staff can be found in **Keeping Children Safe in Education (DfE, 2016)**.

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

Allegations concerning staff who no longer work at the college, or historical allegations will be reported to the police.

12. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and governors will receive an explanation during their induction which includes the College's Child Protection Policy, reporting and recording arrangements, the staff Code of Conduct and details for the DSP. All staff, including the Principal and governors will receive training that is updated annually and the DSP will receive training updated at least every two years, including training in inter-agency procedures.

Supply staff and other visiting staff will be shown the College's Safeguarding Visitors Leaflet.

13. Safer recruitment

Our College endeavors to ensure that we do our utmost to employ 'safe' staff by following the guidance in **Keeping Children Safe in Education (2016)** together with the **LSCB** and the College's individual procedures.

Safer recruitment means that all applicants will:

- Complete an application form which includes their employment history
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- Provide evidence of their right to work in the UK
- Be interviewed

At least one member of each recruitment panel will have attended safer recruitment training. All new members of staff will undergo an induction that includes familiarisation with the College's Child Protection Policy and identification of their child protection training needs. All staff sign to confirm they have received a copy of the Child Protection Policy. The College obtains written confirmation from supply agencies that agency staff have been appropriately checked. The College maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors, will undergo checks commensurate with their work in the College and contact with students.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the College's risk assessment process and statutory guidance.

Contractors

The College checks the identity of all contractors working on site and requests DBS checks where appropriate.

14. Site security

Visitors to the College, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the College's

safeguarding and health and safety regulations to ensure students in college are kept safe. The SDSP will exercise professional judgement in determining whether any visitor should be escorted or supervised whilst on site.

15. Extended College and off-site arrangements

Where extended college activities are provided by and managed by the College, our own Child Protection Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

16. Photography and images

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

To protect students we will:

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

17. E-Safety

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as face book, twitter, MSN, tumblr, snapchat and Instagram. We know that some adults and young people will use these technologies to harm others. The harm might range from sending hurtful or abusive texts and emails, radicalisation, to enticing young people to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The College's E-safety Policy (found on the Staff Handbook) explains how we aim to keep students safe in college. Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

18. Child protection procedures

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse:

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse:

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

Sexual abuse:

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

Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or Carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or
- unresponsiveness to, a child's basic emotional needs

(Definitions taken from Working Together to Safeguard Children - HM Government, 2017).

Peer on Peer abuse:

While it is recommended that Peer on Peer abuse is part of the Child Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse we refer you to our Anti-Bullying Policy which lays out specific details and support.

At BCA we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual young person's emotional and mental health and well-being.

Bullying:

While bullying between young people is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a young person's wellbeing and in some cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the SDSP and the DSP will consider implementing child protection procedures.

Indicators of abuse:

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a student has been abused.

A young person who is being abused or neglected may:

- ↘ Have bruises, bleeding, burns, fractures or other injuries.
- ↘ Show signs of pain or discomfort.
- ↘ Keep arms and legs covered, even in warm weather.
- ↘ Be concerned about changing for sports or other activities.
- ↘ Look unkempt and uncared for.
- ↘ Change their eating habits.
- ↘ Have difficulty in making or sustaining friendships.
- ↘ Appear fearful.
- ↘ Be reckless with regard to their own or other's safety.
- ↘ Self-harm.
- ↘ Frequently miss college or arrive late.
- ↘ Show signs of not wanting to go home.
- ↘ Display a change in behaviour – from quiet to aggressive or happy-go-lucky to withdrawn.
- ↘ Challenge authority.
- ↘ Become disinterested in their course work.

- ↘ Be constantly tired or preoccupied.
- ↘ Be wary of physical contact.
- ↘ Be involved in, or particularly knowledgeable about drugs or alcohol.
- ↘ Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the student is at risk.

Impact of abuse:

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action:

Any young person, in any family, in any college could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the student, for example, call 999
- Report your concern to the DSP by the end of the day
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed by contacting the DSP or SDSP

If you are concerned about a student’s welfare:

There will be occasions when staff may suspect that a student may be at risk, but have no ‘real’ evidence. The student’s behavior may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.

If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSP.

If a student discloses to you:

It takes a lot of courage for a young person to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell and they may have lost all trust in adults. Often they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the student, staff will:

- ✎ Allow them to speak freely.
- ✎ Remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener.
- ✎ Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- ✎ Don’t be afraid of silences – staff must remember how hard this must be for the young person.
- ✎ **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, etc.
- ✎ At an appropriate time tell the student that in order to help them; the member of staff must pass the information on.
- ✎ Do not automatically offer any physical touch as comfort. It may be anything but comforting to a young person who has been abused.
- ✎ It is inappropriate to make the young person feel guilty for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the young person to mean that they have done something wrong.
- ✎ Tell the student what will happen next. The student may agree to go to see the DSP, otherwise, let them know that someone will come to see them before the end of the day.
- ✎ Report verbally to the DSP even if the student has promised to do it by themselves.
- ✎ Write up the conversation as soon as possible and hand it to the DSP via email or by hand.
- ✎ Seek support if you feel distressed by contacting DSP or SDSP.

Notifying parents:

The College will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSP will make contact with 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 student or exacerbate the problem, advice will first be sought from children’s social care.

Referral to children’s social care:

The DSP will make a referral to children’s social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the young person.

Children with sexually harmful behaviour:

Staff will be aware of the harm caused by bullying and will use the College’s Bullying Policy where necessary. However, there will be occasions when a student’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of young people with sexually harmful behavior is complex and the College will work with other relevant agencies to maintain the safety of the whole College community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to the DSP as soon as possible.

Sexual exploitation of children:

Sexual exploitation involves an individual or group taking advantage of the vulnerability of an individual or groups of young people. Victims can be males or females. Young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSP.

Confidentiality and sharing information:

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

Staff should only discuss concerns with the DSP, SDSP, Principal or nominated governor (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.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- ↘ Necessary and proportionate.
- ↘ Adequate.
- ↘ Accurate.
- ↘ Relevant.
- ↘ Timely.
- ↘ Secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be secure and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the student's College file and the College file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that students and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the SDSP.

The Data Protection Act does not prevent College staff from sharing information with relevant agencies, where that information may help to protect a young person.

The College's policy on confidentiality and information-sharing is available to parents and students on request.

Forced Marriage:

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several 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.

BCA staff are alert to suspicions or concerns raised by a student about being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the **Anti-Social Behaviour, Crime and Policing Act 2014**.

Radicalisation and Extremism:

The government defines extremism 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.

Some young people are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and BCA remains alert to the risk of radicalisation into white supremacy extremism.

In the event of an extreme threat to campus:

Attacks in the UK and abroad remind us all of the terrorist threat we face. Police and security agencies are working tirelessly to protect the public but it is also important that communities, like ours, remain vigilant and aware of how to protect themselves if the need arises.

National Counter Terrorism policing is providing advice to the public on the steps they can take to keep themselves safe in the rare event of a firearms or weapons attack.

The police service has released the short public information film called 'Stay Safe: Firearms and Weapons Attack. Run Hide Tell' which sets out the key options for keeping safe should the worst happen. All staff and students at BCA have tutorials including this informative film clip every year during induction. We also have drill tests through the year, so all persons on campus have an idea of what to do to keep themselves safe should BCA come under threat. This is a HM Government Directive.

The film advises those who get caught up in an incident to 'run, hide and tell' - guidance which can be applied to any place. We know that from case studies and real life testimony based on the experiences of people who have survived attacks the advice given in the film has saved lives.

It is not possible to plan for every eventuality, however, should BCA come under an extreme threat then the central objective will be to safeguard the safety of all students and staff, ensure the Principal establishes early control, in partnership where appropriate with the Local Authority and emergency services, minimise disruption, and to recover a full educational programme as quickly as possible.

Prevent Training/Education:

- All new BCA staff receive in-house **WRAP (Workshop to Raise Awareness of Prevent)** training to help to identify signs of extremism.
- All BCA staff receive annual update WRAP training
- All BCA students receive anti- terrorism & radicalisation tutorials, on line or presentations during induction
- Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the BCA follows the DfE advice **Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014)**
- The **Run Hide Tell** Campaign is rolled out to students and staff as guided by JTAC Joint Terrorism Analysis Centre London

Reporting directly to child protection agencies:

BCA staff follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- ↘ The situation is an emergency and the DSP, SDSP, Principal and nominated governor are all unavailable.
- ↘ They are convinced that a direct report is the only way to ensure the student's safety.
- ↘ For any other reason they make a judgement that direct referral is in the best interests of the young person.

Related safeguarding policies on Staff Handbook & part of the Safeguarding Suite of Policies in the staff room

- ↘ Child Protection
- ↘ Eating Disorder
- ↘ One to One Working
- ↘ Risk Register
- ↘ Confidentiality
- ↘ Homophobic Bullying
- ↘ Substance Abuse
- ↘ Transgender & Gender Identity
- ↘ Designated Person
- ↘ Bereavement / Death of a Student
- ↘ Looked After Child
- ↘ Use of Reasonable Force
- ↘ Female Genital Mutilation
- ↘ Annual SG Audit
- ↘ Disclosure Process
- ↘ E-safety
- ↘ Whistle blowing
- ↘ Anti - Bullying
- ↘ Staff code of conduct
- ↘ Student code of conduct
- ↘ Ladder of consequences / Behavior
- ↘ SEN (Special Educational Needs)
- ↘ Safer recruitment