

Queen Elizabeth Sixth Form College

Safeguarding Policy

Policy

Queen Elizabeth Sixth Form College recognises its statutory and moral duty to ensure that it safeguards and promotes the safety of children and expects all staff, governors, volunteers and partners working in College to share this commitment.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means they should consider, at all times, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

College staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff need to be aware of the possible impact of abuse and safeguarding issues on students' welfare and educational attainment, and appropriate support must be provided so that all students can have the best outcomes.

Throughout these policies and procedures, the term "children" includes everyone under the age of 18. The legal definition of a child as outlined in [Working Together to Safeguard Children \(updated February 2019\)](#) is "Applies to all children up to the age of 18 years whether living with their families, in state care, or living independently." The College also recognises that some adults are vulnerable to abuse and these policies and procedures may be applied, where appropriate, to allegations of abuse against, and the protection of, vulnerable adults. A 'vulnerable adult' is someone aged 18 and over who is, or may be, affected by a physical or mental impairment or learning difficulty. They might have a care or support need, is at risk and can't care for or protect themselves.

The Policy is written with reference to the revised statutory guidance issued in [Keeping Children Safe in Education \(September 2020\)](#) alongside [Working Together to Safeguard Children \(Updated February 2019\)](#) which is a guide to inter-agency working and [What to do if you are Worried a Child is Being Abused – Advice for Practitioners \(March 2018\)](#) and [Sexual Violence and Sexual Harassment between Children in Schools and Colleges \(May 2018\)](#). The Counter Terrorism & Security Act (February 2015) initiated new statutory duties including the need to prevent individuals from being drawn into terrorism. The Prevent Duty is an aspect of safeguarding and the College's response to it is in the documentation, the Prevent Strategy and the Policy to Protect Students from Extremism & Radicalisation, which should be read in conjunction with the Safeguarding Policy and procedures.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (September 2020) as:-

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Governors' Responsibilities

With regards to general safeguarding, the governing body is committed to ensuring that the College:

- Provides a safe environment for children and young people to learn in.
- Identifies children who are suffering, or likely to suffer, significant harm.
- Takes appropriate action to see that such children and young people are kept safe, both at home and in College.
- Helps prevent abuse by raising awareness among students of safeguarding risks and how and where to get help and support if they need it.
- Manages allegations about adults who may be at risk.
- Checks the suitability of staff to work with children, students and vulnerable adults.

In pursuit of these aims, the governing body will approve and annually review policies and procedures as well as receiving an annual safeguarding report.

Governors will also ensure that the College:

- Carries out reasonable checks, (in regards to extremism and other risks) on all visitors who are intending to work with children or address groups of children.
- Has a written plan in place that has a clear and agreed procedure to protect a child or children under child protection, a Child in need and Looked after children.
- Has mandatory reporting of FGM.
- Practises safer recruitment including having one panel member of the interview panel who has attended safer recruitment training.
- Lets students know that there are staff in the College who they can approach if they do not feel safe or if they are worried.
- Includes opportunities in the curriculum for students to develop the skills they need to recognise and stay safe from abuse, including on-line abuse, and to develop healthy relationships.
- Ensures staff are aware of and vigilant to the threat of radicalisation of young people and have the confidence to report their concerns to the Safeguarding team
- Promotes the ethos of the "Prevent" agenda by encouraging free and open debate but challenging extreme views.
- Promotes strategies to achieve positive mental health.

Policy Guidelines

1. The governing body will nominate a governor with specific responsibility for safeguarding issues. The governor will:
 - Ensure that College procedures are consistent with Local Safeguarding Partnership recommendations.
 - Ensure that the governing body remains informed of safeguarding issues.
 - Liaise with appropriate agencies and the Chair of Governors where allegations of abuse are made against the Principal or designated senior staff member with lead responsibility.

2. The College will appoint a designated senior member of staff with lead responsibility for safeguarding. The designated safeguarding lead will:
 - Oversee the referral of cases of suspected abuse to the local authority children’s social care as required.
 - Keep detailed, accurate, secure written records of concerns and referrals
 - Act as a point of contact with the three safeguarding partners (Local Authority; Clinical Commissioning Group and Chief Officer of Police).
 - Liaise with the Darlington Safeguarding Partnership to ensure awareness of training opportunities and latest local policies and safeguarding arrangements.
 - Liaise with appropriate agencies and organisations, including secondary schools that send children to the College.
 - Ensure that all staff receive appropriate training on safeguarding issues and procedures.
 - Ensure that the Safeguarding Policy is reviewed annually and procedures and implementation are updated and reviewed regularly.
 - Liaise with the designated governor for safeguarding and produce an annual safeguarding report for governors.
 - Refer cases of suspected abuse to the local authority children’s social care as required.
 - Refer cases to the Channel programme where there is a radicalisation concern as required.
 - Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
 - Refer cases where a crime may have been committed to the Police as required.
 - Liaise with the Principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
 - As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
 - Liaise with staff (especially pastoral support staff, college nurse, IT technicians and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
 - Act as a source of support, advice and expertise for all staff.
 - Raise awareness of the additional risks and needs of children in need/those with SEN or disabilities and young carers.
 - Understand unique risk associated with online safety – keep children safe while on line.
 - Have a particular focus on children with social workers, understand these students’ academic attainment and progress, and maintain a culture of high aspirations for this cohort.
 - Ensure that staff are aware who students with social workers are and share information as appropriate about welfare, safeguarding and CP issues.
 - Support teaching staff to identify challenges they may face when teaching students who have a social worker, and the academic support and adjustments that could be made.

In addition to the lead member of staff, at least one female and one male Director will be named as additional deputy designated officers for issues relating to the safeguarding of children.

3. The College will appoint a designated teacher to safeguard and promote the educational achievement of children who are looked after, previously looked after and care leavers and children who have special educational needs and/or disabilities. The College will ensure that this person has appropriate training.
4. The Principal will ensure that College practices comply with the Safer Recruitment guidelines. This will make sure that recruitment and selection procedures are consistent with the aim of safeguarding children and that all necessary checks are carried out on existing staff, new staff

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and volunteers who work with children. In addition, appropriate DBS checks will be carried out on contactors and their employees.

5. The College will promote a culture of vigilance with regard to safe working practices and all issues related to the safeguarding of children. The guidance in [‘What to do if you are worried a child is being abused 2018 – advice for practitioners,’](#) will be embedded into College practices.
6. The governor, the senior member of staff and the deputies with responsibility for safeguarding will receive appropriate training provided by, or to standards agreed by, the Darlington Safeguarding Partnership at least every two years. In addition, all staff will be trained to Level 1 standard with updates every three years. All staff will receive safeguarding and child protection updates as required and at least annually to provide them with relevant skills and knowledge to safeguard children effectively.
7. All staff with concerns about a safeguarding issue should follow the referral processes contained within this policy and report directly to the Designated Safeguarding Lead or to a designated Deputy if the senior member of staff is not available. A member of Senior Management can also be consulted if members of the safeguarding team are not available. Options will then include: managing any support for the child internally via the College’s own pastoral support processes; an early help assessment or a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm. In these latter cases it is **important that a referral to children’s social care (and if appropriate the police) is made immediately**. In exceptional circumstances such as in an emergency or where there is genuine concern that appropriate action has not been taken, staff members can speak directly to local children’s social care. They should, as soon as is practically possible, inform the Designated Safeguarding Lead that they have done so. Staff should expect to support social workers and other agencies following any referral.
8. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life. If early help is appropriate, the designated safeguarding lead or deputy will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.
9. The Teachers’ Standards 2012 state that teachers (which includes headteachers) should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
10. All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
11. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple

harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

12. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak directly to the designated safeguarding lead or one of the deputies.
13. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Colleagues, however, are well placed to observe students' day-to-day and identify those whose behavior suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behavior and education and that appropriate support is provided. If colleagues have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken by speaking directly to the designated safeguarding lead or a deputy. They will assess the situation, complete a risk assessment and liaise with relevant professionals and parents. As appropriate, a Care and Welfare Plan might be produced.
14. All staff should be vigilant about the risks of peer on peer abuse, including "sexting", and of self-harm and students with mental health issues. In all of these cases, staff should inform the students' Guidance Directors who will consult with the designated senior members of staff so that appropriate supportive measures can be put in place for all of the students concerned. In the cases of peer on peer abuse, this type of abuse should never be tolerated or dismissed as "banter", part of growing up or students "just having a laugh" as the impact can be extremely detrimental to students' well-being. All peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse can include bullying and cyberbullying; sexual violence and sexual harassment; upskirting; physical abuse; sexting; verbal abuse and initiation/hazing type violence and rituals.
15. All staff should be aware that **children going missing**, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All registers need to be marked in a timely and accurate manner. Concerns should be reported to the student's Guidance Director or to the College's designated senior members of staff. The College will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority before deleting the student's name from the register. All staff should be aware of indicators which may signal that children are at risk from, or are involved with **serious violent crime**. These may include increased absence from College, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

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 17. All staff should be aware of the dangers of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.
 18. Guidelines for dealing with disclosure of abuse and the procedure for reporting concerns will be circulated to all staff. Where possible, the College will adhere to Darlington Safeguarding Partnership procedures.
 19. Through training and behaviour policies, staff and volunteers will be made aware of whistle blowing procedures which can be utilised should they ever have concerns about safeguarding practices within the College.
 20. The College's Safeguarding Policy and procedures will be submitted annually to the Local Safeguarding Children Officer for approval and will be available to the public on the College's website.
 21. A designated member of staff for safeguarding will be available at all times that the College is open for staff to discuss concerns. For out of hours' activities, members of staff will be provided with contact details for the Principal and Deputy Principal.
 22. The College will have appropriate filters and monitoring systems in place to protect learners from harmful online material. Students will be made aware of online safety.
- The Designated Safeguarding Lead (DSL) is Laurence Job, Deputy Principal
 - The designated deputies are Meirion Baker, John Beilby, Caroline Gell, Anthony Lupton, Mark McAdam, Ed Nolan, Al Norman and Christina Watson.
 - The designated governor is Professor Leni Oglesby.
 - The senior member of staff with responsibility for online safety is Meirion Baker, Assistant Principal.

- The named teacher with responsibility for looked after children and children with special educational needs and/or disabilities is Joy Colthup, SENCO.

Working with other Agencies

- The College will contribute to effective partnership working between all those involved with providing services for young people and vulnerable adults.
- The College recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including strategies, case conferences, core groups and strategy, Channel Panel and Early Help Assessment and Team Around the Family meetings.
- The College will complete Early Help assessments and work with partners to provide a coordinated offer of early help when additional needs of families are identified.

Induction

All new members of staff and volunteers will be given a copy of the College's Safeguarding Policy and Child Protection procedures which includes CME procedures, and behaviour/discipline expectations as part of their induction. All members of staff will also receive these documents, a copy of the code of conduct and the first part of Keeping Children Safe in Education at the beginning of each academic year. They will sign to confirm that they will comply with College and national procedures.

If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the College are undoubtedly placed in a very difficult situation. All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague (including supply staff and volunteers) or the safeguarding practice within the College to the Principal. The College's whistleblowing procedure 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 (including supply staff and volunteers) 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 local social services or the police if they believe direct reporting is necessary to secure action. The NSPCC whistleblowing helpline is 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.

Abuse of Position of Trust – Sexual Offences Act 2003

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

In addition, staff should understand that 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 Staff member does not need to have a direct contact with a student.
- Applies to all staff in College.

Communication with children (including the use of technology)

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

This means adults should:

- not seek to communicate/make contact or respond to contact with students outside of the purposes of their work.
- not give out their personal details.
- use only equipment and Internet services provided by the College.
- follow the College's Acceptable Use policy.
- ensure that their use of technologies could not bring their employer into disrepute.

Visitors/Site Security

Visitors to the College are asked to sign in, if necessary show ID, and are given a visitor's lanyard which confirms they have permission to be on site. Parents who are simply delivering or collecting their children and not going past Reception do not need to sign in. All visitors are expected to enter through one entrance and observe the College's safeguarding and health and safety regulations to ensure children in College are kept safe. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Monitoring and Evaluation

The College's Safeguarding Children policy and procedures will be monitored and evaluated by:

- Safeguarding report to the Governing Body;
- Student surveys and questionnaires;
- Discussions with students and staff;
- Scrutiny of the College's single central record of recruitment checks;
- Monitoring of logs of bullying/racist/behaviour incidents;
- Supervision of staff involved in child protection;
- Case file audits undertaken by the DSL.

Supporting Documents

1. Guidelines and procedure for dealing with disclosure of abuse – child protection
2. Equality, Diversity & Inclusion Policy
3. Anti-Bullying Policy
4. E-Safety Policy and guidelines for students and staff
5. Darlington Safeguarding Board procedure
6. <https://www.darlington-safeguarding-partnership.co.uk/professionals/multi-agency-safeguarding-child-protection-procedures/>
7. DfE Guidance
[What to do if you are worried a child is being abused 2018 – Advice for practitioners](#)

[Working Together to Safeguard Children \(2019\)](#)

[Keeping Children Safe in Education \(2020\)](#)

[Sexual Violence and sexual harassment between children in schools and colleges \(May 2018\)](#)

8. Prevent Strategy and Policy to Protect Students From Extremism and Radicalisation
9. Staff Code of Conduct
10. Safeguarding Guide for members of staff
11. Whistleblowing Policy

Guidelines and Procedure for Dealing with Disclosure of Abuse – Child Protection

Recognising and responding to an incident

There is a number of sources from which a disclosure might arise including from:

- A student or an adult
- A parent
- A member of the public
- A disciplinary investigation

If you are informed about possible abuse of a child or vulnerable adult and believe that the individual is at risk of significant harm you must follow the guidelines given below.

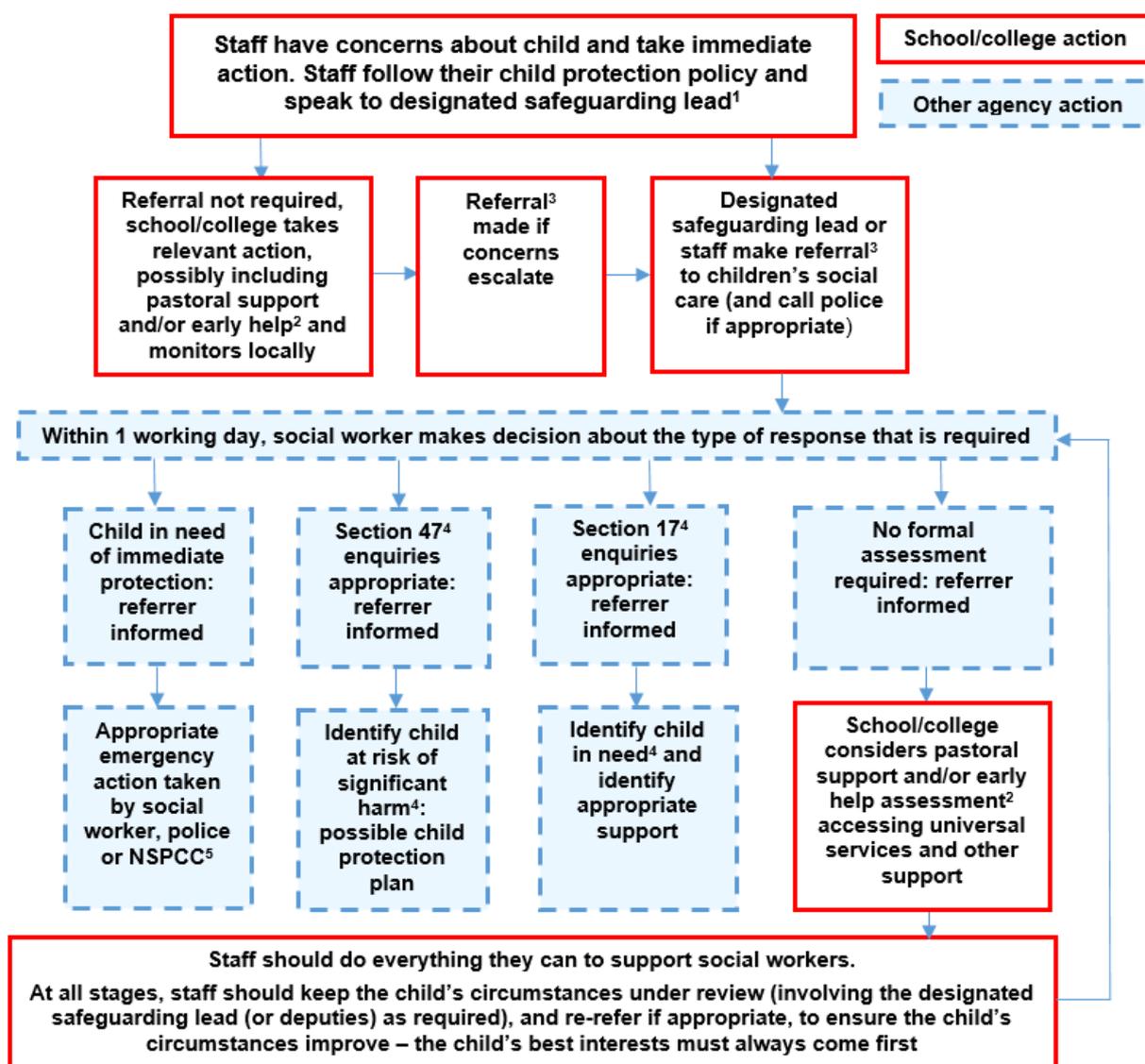
Responding to a complaint/incident – safeguarding children

The person to whom a disclosure is made or concern reported should not question the student/complainant or investigate the matter further. If you are in this situation you should:

- Stay calm
- Treat the matter seriously
- Listen carefully to what the young person/complainant is telling you. If you need to clarify a point by all means do so, but it is not your responsibility to interview individuals regarding abuse.
- Avoid asking leading questions and keep an open mind – do not put words into the student's/complainant's mouth.
- Communicate with the student (if the complainant) in a way that is appropriate to the student's age, understanding and preferred language or communication style.
- Reassure the child/complainant making the disclosure that they have done the right thing by telling you.
- Inform the child/complainant that you must pass the information on, but that only those who need to know about it will be told. Inform them of to whom you will report the matter.
- Make a written record of the information, where possible using the student's/complainant's own words, including:
 1. When the alleged incident(s) took place – time & date
 2. Where the alleged incident(s) took place
 3. Who was present
 4. What was said to have happened
- Sign and date the written record
- Report the matter immediately to the Designated Safeguarding Lead. If the DSL is not available in College, make your report to one of the designated Deputies with responsibility for safeguarding children or directly to the Principal.

The matter will then be referred to the relevant Local Authority’s social services using the appropriate referral forms and procedures.

The College will follow the below referral process as outlined in Keeping Children Safe in Education (September 2020)



Guidance from the Children’s Initial Advice Team can be sought by the designated College Safeguarding Officers on 01325 406252 .

The Emergency Duty Team’s contact number is: 01642 524552

For students over 18, the Adult Contact Team will be contacted on 01325 406111

Contact details for other Local Authorities are:
North Yorkshire – 01609 780780
County Durham First Contact – 03000 267979
Tees Safeguarding Children Partnership (Children’s Hub)
Hartlepool – 01429 284284
Stockton – 01642 130080
Middlesbrough and Redcar & Cleveland – 01642 130700

The Local Authority Designated Officer for Darlington is Marian Garland – 01325 406451

Records will be kept centrally and securely by the Lead Safeguarding Officer who will share necessary, relevant and accurate information in a proportionate and timely manner to safeguard and secure the well-being of individual children. Multi agency working and confidentiality are vital and, wherever it is possible and safe to do so, consent will be sought before information is shared with other agencies or with other educational providers.

If a student moves to another college or school, the Lead Safeguarding Officer will ensure that their child protection file is transferred as soon as possible. This will be sent separately from the main student record; there will be secure transit and confirmation of receipt will be obtained.

Emergency Procedures

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed as soon as possible that a referral has been made.

Information will only be shared with appropriate colleagues who have a legitimate interest and need to know. Consent should be gained from the student and parent unless this would put the student in greater danger or possible evidence could be destroyed or tampered with.

Early Help

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from the College or other services such as health or community services. Providing help early is more effective in promoting the welfare of children than reacting later.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organized crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;

- is at risk of being radicalized or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

The College will work together with other agencies to provide a coordinated offer of early help, in line with Working Together to Safeguard Children 2018 and local Early Help guidance, to any child who needs it.

Awareness of safeguarding risk to students

The College helps prevent abuse by raising awareness of safeguarding risks, including risks of online activity and extremism, and providing advice about where students can get help and support if they need it. This is communicated with students in a range of ways including the College handbook, sessions in the tutorial programme, materials issued to students, and within curriculum areas.

Notifying parents

The College will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL or a Deputy will be in the most informed position to 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 child or exacerbate the problem, advice will first be sought from Children's Initial Advice Team.

Vulnerable adults

If a student is over 18 and classed as a vulnerable adult, the College will take advice or refer details to the Adult Contact Team on 01325 406111 or the Emergency Duty Team on 01642 524552.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

College staff need to recognise the fact that this vulnerable group have additional barriers when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Staff should be aware of these vulnerabilities and have awareness when dealing with concerns with this vulnerable group.

Complaints' Procedure

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

Complaints are managed by the Principal and governors. Complaints from staff are dealt with under the College's complaints and disciplinary and grievance procedures.

Challenge and Escalation

The College recognises that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

As part of our responsibility for safeguarding children, the College acknowledges that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the Darlington Safeguarding Partnership's escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

Allegations against staff

This relates to when there is an allegation that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

If an allegation is made about a member of staff (including supply staff or volunteers), the matter should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the chair of governors. The Principal, or chair of governors should not investigate the matter by interviewing the person who made the allegation, any possible suspects or witnesses but should:

- Obtain written details of the allegation, signed and dated by the person to whom the complaint or allegation was originally made (not the child/ person making the allegation).
- Countersign and date the written details.
- Record any other information about times, dates and locations of incident(s) and names of any potential witnesses.
- Once the complete facts have been established, record any discussions regarding the incident, any decisions made and reasons for those decisions.
- Report it to the Designated Officer at the Local Authority within 1 working day. Referral should not be delayed in order to gather information.
- If a concern or an allegation requires immediate attention outside normal office hours then the Children's Services Duty Team or local police should be contacted; the Designated Officer at the Local Authority should be informed the next working day.
- No internal enquiries should be instigated until the external investigations are completed. During external investigation, suspension of a member of staff may be appropriate. Any suspension would take place at the discretion of the Principal, according to the Staff Disciplinary Procedures.

Overall compliance with the procedures will be monitored and evaluated by the Darlington Safeguarding Partnership. Instances of non-compliance will be identified and followed up.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2020).

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. We will communicate this to all parties.

Concerns about safeguarding practice/ whistleblowing

Concerns regarding safeguarding practice should be escalated through the College's whistleblowing procedures. The NSPCC whistleblowing helpline is 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 8am to 8 pm, Monday to Friday or email: help@nspcc.org.uk. Alternatively, members of staff can contact the Children's Initial Advice Team or the Designated Officer directly to raise concerns.

Appendix A Definitions/Categories of Abuse

Key Definitions (Keeping Children Safe in Education September 2020)

Safeguarding

Safeguarding and promoting the welfare of children is defined as:-

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

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Children includes everyone under the age of 18.

All staff need to be aware of the possible impact of abuse and safeguarding issues on students' welfare and educational attainment, and appropriate support must be provided so that all students can have the best outcomes.

Types of Abuse and Neglect (please also refer to Keeping Children Safe in Education September 2020 for further information)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Further information on Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 20 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- ❑ children who appear with unexplained gifts or new possessions;
- ❑ children who associate with other young people involved in exploitation;
- ❑ children who suffer from changes in emotional well-being;
- ❑ children who misuse drugs and alcohol;
- ❑ children who go missing for periods of time or regularly come home late; and
- ❑ children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- ❑ children who have older boyfriends or girlfriends; and
- ❑ children who suffer from sexually transmitted infections or become pregnant.

County Lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. 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 children’s social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an

assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

In most cases college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

So-called "honour-based" abuse (including Female Genital Mutilation and Forced Marriage)

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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. 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 of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Online Safety

Online safety education should be a part of every student's education. Technology is a significant component of many safeguarding issues. In instances of Child sexual exploitation, radicalisation, sexual predations, technology often provides the platform that facilitates harm.

Students need to be protected from the following:

- Content – being exposed to illegal, inappropriate or harmful material – pornography, fake news, racist or radical and extremist views.
- Contact – being subjected to harmful online interaction with other users, for example commercial advertising as well as adults posing as children or young adults.
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm for example making, sending and receiving explicit images or online bullying.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of the college's safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in students' behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The college's designated safeguarding lead (and any deputies) will be made aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of the college’s wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Prevent duty guidance for further education institutions in England and Wales that applies to colleges.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

Peer on peer/Child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

We believe that all children have a right to attend College and learn in a safe environment. Children should be free from harm by adults and other students in the College. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the College’s Behaviour Policy. Occasionally, allegations may be made against students by others in the College, which are of a safeguarding nature. Staff should recognise that children are capable of abusing their peers. Staff should follow safeguarding procedures if there is an allegation of peer on peer abuse, this will be investigated by the DSL or a Deputy.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence 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

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.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. 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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and

- upskirting.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out earlier in this policy. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse

- [What to do if you're worried a child is being abused – DfE advice](#)
- [Domestic abuse: Various Information/Guidance - Home Office \(HO\)](#)
- [Faith based abuse: National Action Plan - DfE advice](#)
- [Relationship abuse: disrespect nobody - Home Office website](#)

Bullying

- [Preventing bullying including cyberbullying – DfE advice](#)
- [Preventing and Tackling Bullying – DfE advice](#)

Children missing from education, home or care

- [Children missing education – DfE statutory guidance](#)
- [Child missing from home or care – DfE statutory guidance](#)
- [Children and adults missing strategy – Home Office strategy](#)

Children with family members in prison

- [National Information Centre on Children of Offenders – Barnardo's in partnership with HM Prison and Probation Service](#)

Child Exploitation

- [Trafficking: safeguarding children - DfE and HO guidance](#)

Drugs

- [Drugs: advice for schools - DfE advice](#)
- [Drug strategy 2017 - Home Office strategy](#)
- [Information and advice on drugs - Talk to Frank website](#)
- [ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention - Website by Mentor UK](#)

'Honour Based Abuse' (so called)

- [Female genital mutilation: information and resources- Home Office guidance](#)
- [Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance](#)

Health and Well-being

- [Fabricated or induced illness: safeguarding children - DfE, DH, HO](#)
- [Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England](#)
- [Medical-conditions: supporting pupils at school - DfE statutory guidance](#)
- [Mental health and behaviour - DfE advice](#)

Homelessness

- [Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance](#)

Online (see also Annex D)

- [Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety](#)

Private fostering

- [Private fostering: local authorities - DfE statutory guidance](#)

Radicalisation

- [Prevent duty guidance- Home Office guidance](#)
- [Prevent duty: additional advice for schools and childcare providers - DfE advice](#)
- [Educate Against Hate website - DfE and Home Office advice](#)
- [Prevent for FE and Training - Education and Training Foundation \(ETF\)](#)

Upskirting

- [Upskirting know your rights – UK Government](#)

Violence

- [Gangs and youth violence: for schools and colleges - Home Office advice](#)
- [Ending violence against women and girls 2016-2020 strategy - Home Office strategy](#)
- [Violence against women and girls: national statement of expectations for victims - Home Office guidance](#)
- [Sexual violence and sexual harassment between children in schools and colleges - DfE advice](#)
- [Serious violence strategy - Home Office Strategy](#)