Child Protection and Safeguarding Policy

Child Protection and Safeguarding Policy

Trustee Committee Responsible:	Curriculum and Quality
Nominated Lead Member of Staff:	Assistant Principal – Safeguarding and Support
Status and Review Cycle:	Annual
Current Review:	July 2024
Next Review Date:	July 2025

Safeguarding Statement and Aims

Godalming College places safeguarding at the heart of our work with young people: all staff and trustees have a moral and statutory responsibility to safeguard and promote the welfare of all students.

In prioritising welfare, all staff and trustees believe in providing a caring, positive, safe and stimulating environment where young people are respected and valued and which promotes the social, physical and moral development of every student. We are alert to the signs of abuse, neglect, exploitation and child-on-child abuse, following our procedures to ensure that students receive effective support, protection and justice. The College will always ensure that the student's wishes and feelings are taken into account and will always act in the best educational interests of the student. We liaise with parents and all relevant services both to promote the welfare of students, aid in protecting them from harm and to secure support from external agencies where appropriate.

All staff and trustees recognise their responsibility in doing all that we can to protect our students from harm regardless of age, gender, culture, language, race, ability, sexual identity or religion.

Reporting systems are promoted to students throughout the College and care is taken to ensure that all staff are trained in appropriate disclosure and reporting protocols.

Statutory responsibilities

The Children Act 1989 places a duty on education providers to take steps to protect children in appropriate circumstances and gives certain powers to the Policy so they are able to protect children from abuse.

Key Personnel

The Designated Safeguarding Lead (DSL) is the **Assistant Principal – Safeguarding and Support.**

The Deputy DSLs are the **Director of Safeguarding and Intervention**, **Senior Tutors, Health and Well-Being Manager, Student Wellbeing Practitioner** and the **Learning Support Manager** who are trained to the same level as the DSL.

The Safeguarding Team is further supported by the **Link Trustee for Safeguarding**, the **Principal** and the **Chair of Trustees**.

Policy Statement

This Policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2023, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015, the OFSTED Review of Sexual Abuse and Harassment in Schools and Colleges, 2021, Sexual violence and sexual harassment between children in schools and colleges, 2021, Meeting digital and technology standards in schools and colleges 2023 and Behaviour in schools guidance, 2022.

The Policy also reflects both statutory guidance 'Keeping Children Safe in Education' 2024 (KCSIE) and Surrey Safeguarding Children Partnership (SSCP) Procedures.

We recognise that:
- students have a right to feel safe and secure and that they cannot learn effectively unless they do
- all students have a right to be protected from harm and abuse
- all staff and trustees have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a young person is at risk of harm, either in the College, online or in the community, taking into account contextual safeguarding, in accordance with statutory guidance
- working in partnership with other agencies protects students and reduces risk and so we will engage in partnership working to protect and safeguard students.

Whilst the College will work openly with parents as far as possible, it reserves the right to contact Social Care, Police or Prevent without notifying parents, if this is believed to be in the student's best interest.

Policy Aims

- To demonstrate the College's commitment with regard to safeguarding and child protection
- To raise the awareness of all staff and trustees of their responsibilities to safeguard students
- To ensure consistent excellent practice across the College
- To provide robust college systems and procedures that are followed by all members of the College community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care
- To establish procedures for reporting and dealing with allegations of abuse against members of staff
- To ensure the safe recruitment of staff

Terminology

Safeguarding and promoting the welfare of children is defined as:
- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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 a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early Help means providing support as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

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

Child(ren) includes everyone under the age of 18. On the whole, this will apply to students of our College; however the policy will extend to students from other establishments.

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

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Looked After Child then this will be the Children's Services in their home authority.

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Children's Single Point of Access and the Child Protection Consultation Line.

DSL refers to the Designated Safeguarding Lead, the person who has the duty to oversee and coordinate safeguarding policies, procedures and act as the point to contact for anyone with safeguarding concerns.

Child on Child abuse refers to any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children and within their relationships, friendships and wider peer associations.

Roles and Responsibilities

Trustees

The Board of Trustees ensures that the College has appropriate policies and procedures in place to safeguard and protect student welfare. This includes the Child Protection and Safeguarding Policy and the Staff Code of Conduct both of which are updated regularly.

The Safeguarding Link Trustee will take a leading role within the Board in ensuring that the Trustees carry out their responsibilities outlined above. They will report regularly on Safeguarding and Child Protection to the Board.

Senior Leadership Team

The Principal will ensure that policies and procedures, adopted by the Board of Trustees and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

The Assistant Principal – Safeguarding and Support (DSL) takes lead responsibility for safeguarding and child protection in the College.

Safeguarding Team

The Safeguarding Team consists of the DSL and Deputies, usually comprised of the following staff: Director of Safeguarding and Intervention, Senior Tutors, Learning Support Manager and Health and Well-Being Co-ordinator. This team is signposted across College and all students and staff are made aware of these members of staff.

DSLs take responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students in need have experienced and work to identify the impact that these issues might have on student attendance, engagement and achievement at College.

All Staff

All staff have a duty to safeguard students and a responsibility to keep themselves up to date with the latest guidance. A member of staff who is approached by a student should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals, the DSL in particular, to help keep the student or other students safe. The degree of confidentiality should always be governed by the need to protect the student. It is imperative that the views of the student are listened to carefully and taken seriously.

In addition, all staff are made aware of the barriers to disclosure: students may not feel ready or know how to tell someone that they are being abused, exploited or neglected and may feel embarrassed, humiliated or are being threatened. They may not recognise that their experiences are harmful. Staff should employ their professional curiosity and speak with a member of the safeguarding team if they have concerns about a student. To facilitate communication and disclosure, staff consistently work to build trusted working relationships with students.

Additional consideration needs to be given to students with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who the rest of the College Safeguarding team are, in order to make contact with any safeguarding concern.

Training for Staff

- The DSL and deputies will receive training which gives them the knowledge and skills needed to fulfil their responsibilities and will undertake update training at 2-yearly intervals in line with statutory requirements
- All new members of staff and Trustees will be required to read the College's Child Protection and Safeguarding Policy and procedures during their induction into the College along with relevant safeguarding modules such as Prevent
- All existing staff and Trustees undertake Child Protection and Safeguarding training on an annual basis, to ensure their understanding of the latest updates of Keeping Children Safe in Education. Training for Trustees is focused on the knowledge required to provide strategic challenge ensuring that the safeguarding policies and procedures are effective and support the delivery of a robust whole college approach to safeguarding.

Monitoring and Review

- The Link Trustee reports to the Board through a standing agenda item
- There is an annual Safeguarding self-assessment report, which is reviewed by the Link Trustee
- The College Safeguarding Team meet at least every three weeks
- Individual safeguarding supervision is in place for all members of the Safeguarding Team
- This Policy is reviewed and updated on an annual basis

Referral

We reserve the right to act in the best interests of the young person and we will always work to include the student in decision making and referrals. Wherever possible this will include working with parents, but we may have to refer to agencies without consulting with parents first.
- We recognise that staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting
- We will support such staff by providing an opportunity to talk through their anxieties with a DSL and to seek further support as appropriate

Record Keeping

- An accurate record should be made and kept until the student's 25th birthday whenever there is a concern about a student being at risk or in need of safeguarding.

Confidentiality

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard students and with due regard to the Data Protection Act 1998 and General Data Protection.

Regulations are not a barrier to sharing information where a failure to do so would place a young person at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to students and families. In this respect, they are confidential and the DSLs or Principal will only disclose information about a student to other members of staff on a need to know basis.

All staff will always undertake to gain parent/carers' consent to refer a student to Social Care unless to do so could put the student at greater risk of harm or impede a criminal investigation. In addition, it is considered legitimate to share information without consent where it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent and, to gain consent, it would place a child at risk.

As a College we will educate and encourage students to be safe as follows:
- we will promote a caring, safe and positive environment within the College
- we will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the College community
- we will ensure students are taught to understand and manage risk through all aspects of college life. This includes online safety
- we will respond sympathetically to any requests for time out to deal with distress and anxiety
- we will offer details of helplines, counselling or other avenues of internal and external support
- we will liaise and work in partnership with other support services and agencies involved in Early Help assessment and the safeguarding of students
- we will notify Social Care immediately if there is a significant concern
- we will provide continuing support to a student about whom there have been concerns who leaves the College by ensuring that information is shared under confidential cover to the students' new setting and ensure the College records are forwarded as a matter of priority and within statutory timescales

Dealing with Allegations against Staff

All College staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for work with individual students or parents to be conducted in view of other adults. 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 sexual activity between a member of College staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

If an allegation is made, or information is received about a member of staff which suggests that a person may be unsuitable to work with students, the member of staff receiving the allegation or information, will immediately inform the Principal. This information will be recorded. The Local Authority Designated Officer (LADO) will be contacted and relevant guidance followed. If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Trustees who will consult with the LADO, without notifying the Principal first.

The College will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a student home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and Personnel in making this decision. In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Trustees.

Low level concerns, that is, concerns about behaviour towards a student that does not meet the threshold of harm, but that is inconsistent with the Staff Code of Conduct (including inappropriate conduct outside of work) should similarly be reported to the Principal or the DSL. Appropriate policies and processes are in place to manage and record such concerns and to take appropriate action to safeguard children and young people.

"A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work; and
- does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the LADO (Department for Education, Keeping Children Safe in Education, September 2024)

Whistleblowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the College's safeguarding arrangements. If it becomes necessary to consult outside the College, they should speak, in the first instance, to the LADO in accordance with the Whistleblowing Policy.

Whistleblowing regarding the Principal should be made to the Chair of the Board of Trustees whose contact details are available to staff.

Prevention/Protection

We recognise that the College plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The College will:
- establish and maintain an ethos where students feel safe and secure, are encouraged to talk and are always listened to
- include regular consultation with students e.g., through questionnaires, participation in Shaping Futures tutorial activities, etc.
- ensure that all students know they can access any number of adults in the College whom they can approach if they are worried or in difficulty
- include safeguarding across the curriculum including, where appropriate, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help
- ensure all staff are aware of College guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks

Behaviour

The College recognises that it has a duty to create and maintain high standards of behaviour essential to education and we follow the advice and guidance contained within the [Behaviour in schools advice for headteachers and staff](#) as appropriate for the sixth form college setting and age of students. This is documented in the Student Behaviour and Support Policy.

Child Protection and Safeguarding Issues and Categories

Safeguarding and Online Education

Teaching and Learning is delivered in person, except where there is a necessity to move to online as a result of an exceptional closure, however the College uses an appropriate Virtual Learning Environment (VLE) to assist students in their learning outside of lessons. The College emphasises the importance of a safe online environment for staff and students. The use of online resources for teaching and learning should follow the same principles as set out in the College's Professional Code of Conduct. In addition, it is imperative that staff use the platforms provided by the College for online communication with students. Godalming College will

ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Should we be forced into online learning, guidance for delivering remote learning is presented below.

- Appropriate safeguards should be in place for any online lessons and meetings, especially where students are involved
- Live classes should be kept to a reasonable length of time (i.e. length of a lesson, maximum)
- Language must be professional and appropriate, including that of any family members in the background
- Staff and students must wear appropriate clothing for a work and study environment.
- Any computers used should ideally be on a desk or table and, where student use of cameras is appropriate, ideally the background should be blurred
- Additional appropriate safeguards should be in place for any one-to-one meetings that staff have with students via remote learning applications
- Staff must only use platforms provided or approved by Godalming College to communicate with students, i.e. no personal mobile phones or social media applications
- Safeguarding features such as blurring backgrounds should be employed to protect students and staff. Staff will adhere to the College published guidance for the software in use
- Staff should record the outcome, time, date and attendance of any sessions appropriately as would happen with face-to-face one-to-one meetings
- As always, any safeguarding concerns should be reported to the Safeguarding Team

Online Safety

Online safety is a running and interrelated theme within Safeguarding and the College is committed to regularly reviewing its measures for monitoring messaging on College systems and filtering content where appropriate. All staff undergo safeguarding and child protection training which includes online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring of online content. We utilise intelligent filtering software to block harmful content without impacting on Teaching and Learning. Our filtering is applied to college devices and any devices utilising our Wi-Fi. Our monitoring software subscription captures key-strokes and utilises AI technology and human moderators to generate alerts to the Safeguarding Team in response to identified risks.

The Senior Leadership Team and Trustees (as appropriate) regularly review the filtering and monitoring systems and their effectiveness, bearing in mind the age range of students, how they access and use IT systems and the balance of costs versus safeguarding risks, blocking harmful and inappropriate content without unreasonably impacting teaching and learning. Technical requirement for filtering, monitoring and cyber security are compliant with the Internet Watch Foundation (IWF) the UK safer Internet Centre (UKCIS).

Students increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites and for online gaming, which is beyond the control of the College, but staff are aware of the effects this can have on students and will report concerns accordingly.

Some adults and other students use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing students to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. The College seeks to build upon the PSHE work done in schools to provide information and promote awareness to both students and parents.

Due regard is paid to ensuring that there are effective online filtering and monitoring systems on the College network and College owned devices in accordance with the filtering and monitoring standards for schools and colleges which includes reference to the 4 Cs areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams

The College also ensures that the appropriate level of security protection procedures are in place so that systems are safeguarded and that the procedures are reviewed to keep up with evolving cyber-crime technologies as outlined in the Cyber security standards for schools and colleges.

Looked After Children

The most common reason for young people becoming looked after is as a result of abuse and neglect.

The College ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a student's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the student and contact arrangements with birth parents or those with parental responsibility.

The Designated Teacher will act as the key contact for a Looked After Child or a previously Looked After Child during their time at College. The Designated Teacher will meet on a termly basis with the student, their social worker and carers to update a Personal Education Plan.

Children with Special Educational Needs and Disabilities (SEND)

Additional barriers can exist when recognising abuse and neglect for students with SEND. Physical and mental health conditions may cause barriers for reporting concerns and this must be recognised by all staff and Trustees.

The College ensures that extra pastoral support and attention is considered for students with SEND, including appropriate support for communication where appropriate.

External Visitors

Contractors – where contractors are used, safeguarding requirements are set out in the contract between the College and the external organisation

Visiting Professionals – The College checks the arrangements for visitors to the College, including the education value, the age appropriateness of delivery, DBS checks and suitability of the content of presentations as per the Prevent guidance.

What is Child Abuse?

The following definitions are taken from W*orking Together to Safeguard Children* (HM Government) (2024). In addition to these definitions, it should be understood that students can also be abused by being sexually exploited, through honour-based abuse, forced marriage or female genital mutilation.

Child on child abuse is addressed through the Student Behaviour and Support policy and should be read in conjunction with the Safeguarding Policy.

Abuse, Neglect and Exploitation

Abuse, neglect and exploitation are forms of maltreatment of a student. Somebody may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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. The college recognises that children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

The College recognises that unexplainable and/or persistent absences from education can be a warning sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.

Types and Indicators of Abuse, Neglect and Exploitation

Physical Abuse

Physical abuse 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.

Indicators of Physical Abuse / Factors that Should Increase Concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the context of the College, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the student
- no explanation is forthcoming
- the student (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a student:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers
- has a fear of medical help or attention
- admits to a punishment that appears excessive

Emotional Abuse

Emotional abuse is defined as 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Indicators of Emotional Abuse

Developmental issues
- Delays in physical, mental and emotional development
- Poor College performance
- Speech disorders, particularly sudden disorders or changes

Behaviour
- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Arriving early at College, leaving late

Social issues
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Guidance on sexual violence and sexual harm between children is now contained within Keeping Children Safe in Education.

Indicators of Sexual Abuse

Physical observations:
- damage to genitalia, anus or mouth
- sexually transmitted diseases
- unexpected pregnancy
- soreness in genital area, anus or mouth and other medical problems such as chronic itching
- unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:
- sexually inappropriate behaviour
- hinting at sexual activity
- inexplicable decline in education progress
- depression or other sudden apparent changes in personality such as becoming insecure
- lack of concentration, restlessness, aimlessness
- socially isolated or withdrawn
- overly compliant behaviour
- acting out, aggressive behaviour

- poor trust or fear concerning significant adults
- regressive behaviour
- onset of wetting, by day or night; nightmares
- arriving early at College, leaving late, running away from home
- suicide attempts, self-mutilation
- eating disorders or sudden loss of appetite or compulsive eating
- Become worried about clothing being removed
- trying to be 'ultra-good' or perfect; overreacting to criticism

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.

Far more students are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

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

Indicators of Neglect

The following is a summary of some of the indicators that may suggest a student is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a student is being abused. Each student should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect
- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from College or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Radicalisation and Extremism

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

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

Some students are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

The College is clear that exploitation of vulnerable students and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for colleges and childcare providers on preventing children and young people from being drawn into terrorism.

The College seeks to protect students against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The Designated Safeguarding Lead (DSL) will assess the level of risk within the College and put actions in place to reduce that risk. Risk assessment may include due diligence checks for external speakers and private hire of facilities.

College staff receive training to help identify early signs of radicalisation and extremism.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. The DSL should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the Prevent referral process and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Crown Prosecution Service as:
- the demonstration of unacceptable behaviour by using any means or medium to express views which:
- encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- seek to provoke others to terrorist acts
- encourage other serious criminal activity or seek to provoke others to serious criminal act
- foster hatred which might lead to inter-community violence in the UK.

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

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that College staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:
- identity crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- personal crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- personal circumstances – migration; local community tensions; and events affecting the student / student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- unmet aspirations – the student may have perceptions of injustice or a feeling of failure
- experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Needs and Disability – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

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

More critical risk factors could include:

- being in contact with extremist recruiters
- accessing violent extremist websites, especially those with a social networking element
- possessing or accessing violent extremist literature
- using extremist narratives and a global ideology to explain personal disadvantage
- justifying the use of violence to solve societal issues
- joining or seeking to join extremist organisations
- significant changes to appearance and / or behaviour
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Domestic Abuse

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

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to students and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Students who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a student suffering or witnessing domestic abuse. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships, all which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

The College is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey Colleges; where every College day morning our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a student at the College (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for students who are experiencing domestic abuse.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a student is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The College is aware there is a clear link between regular non-attendance at College and CSE. Staff will consider a student to be at potential CSE risk in the case of regular non-attendance at College and make reasonable enquiries with the student and parents to assess this risk.

The DSL will consider the published Surrey Safeguarding Children Partnership guidance and advice when there is a concern that a student is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a student who is being or who is at risk of being sexually exploited.

In all cases, if the DSL identifies any level of concern the DSL should contact the C-SPA and email a Request for Support Form. If a student is in immediate danger the police should be called on 999.

The College is aware that often a student is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the student may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Students also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The College includes the risks of sexual exploitation in the PSHE and SRE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

Child Criminal Exploitation & Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A student who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of students is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when students are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A student who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a student is being or is at risk of being criminally exploited will be passed without delay to the DSL. The College is aware there is a clear link between regular non-attendance at College and exploitation. Staff will consider a student to be at potential risk in the case of regular non-attendance at College and make reasonable enquiries with the student and parents to assess this risk.

A request for support to the C-SPA will be made when any concern of harm to a student as a consequence of gang activity including student criminal exploitation becomes known. Any member of staff who has concerns that a student may be at risk of harm should immediately inform the DSL. The DSL will contact the C-SPA. If there is concern about a student's immediate safety, the Police will be contacted on 999.

Youth Involved Sexual Imagery

The practice of students sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given students the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful. Youth involved sexual imagery is addressed in a separate policy but should be read in conjunction with the Safeguarding Policy.

Youth involved sexual imagery refers to both images and videos where a person under the age of 18:

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

Female Genital Mutilation (FGM)

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

The duty applies to all persons in College who are employed or engaged to carry out 'teaching work' in the College, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

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

College staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported using the College's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm, the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Forced Marriage

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

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

A forced marriage is not the same as an arranged marriage which is common in many 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.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at the right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

College staff should never attempt to intervene directly as a college or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 020 7008 0151 or email fmu@fcdo.gov.uk.

Honour-based Violence

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

Honour based violence might be committed against people who:
- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have 'one chance' to speak to a student who is a potential victim and have just one chance to save a life.

The College is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

Anti-Bullying/Cyberbullying

Our College policy on child-on-child abuse is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

We keep a record of known bullying incidents. All staff are aware that students with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a student is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the DSL or Principal will also consider child protection procedures.

Mental Health

The College has a separate Mental Health Strategy and Action Plan, which sets out the College response to helping students with mental health issues.

If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken following this policy and informing the DSL through the use of appropriate safeguarding recording systems (CPOMS – Child Protection and Online Monitoring System).
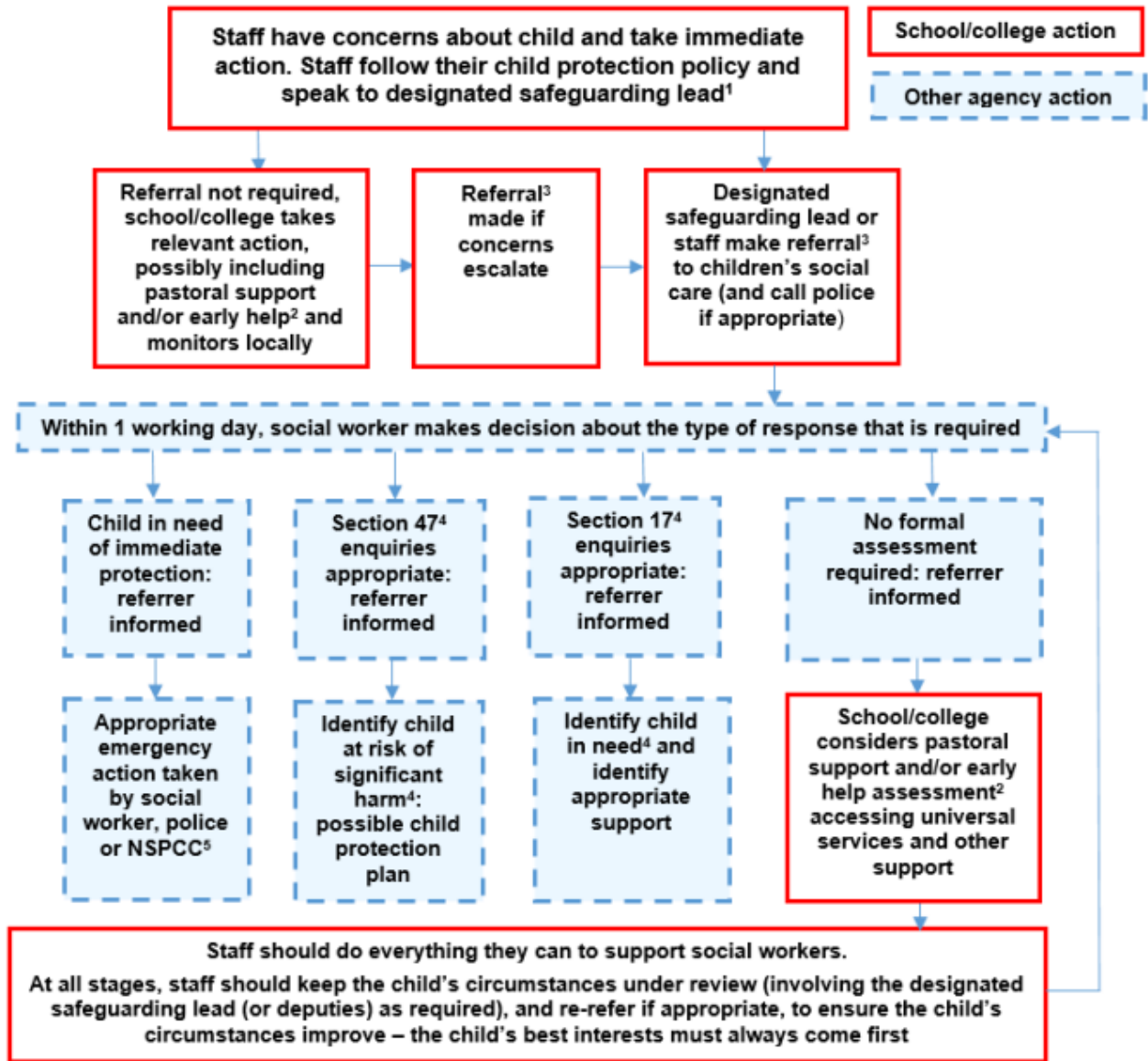
Other relevant policies and documents:

- Student Behaviour and Support Policy
- Student Behaviour and Support Procedures
- Staff Code of Conduct
- Student Contract
- Student Code of Conduct
- Data Protection Policy
- Student IT Acceptable Use and E-Safety Policy

Actions where there are concerns about a child

[Keeping Children Safe in Education 2024 (KCSIE)](#)

Handling a Safeguarding Concern

All staff recognise that Safeguarding is everyone's responsibility as set out in the Keeping Children Safe in Education and the Child Protection and Safeguarding Policy. All staff at Godalming are totally committed to the safeguarding of our students and members of the Safeguarding team will liaise with external agencies when necessary.
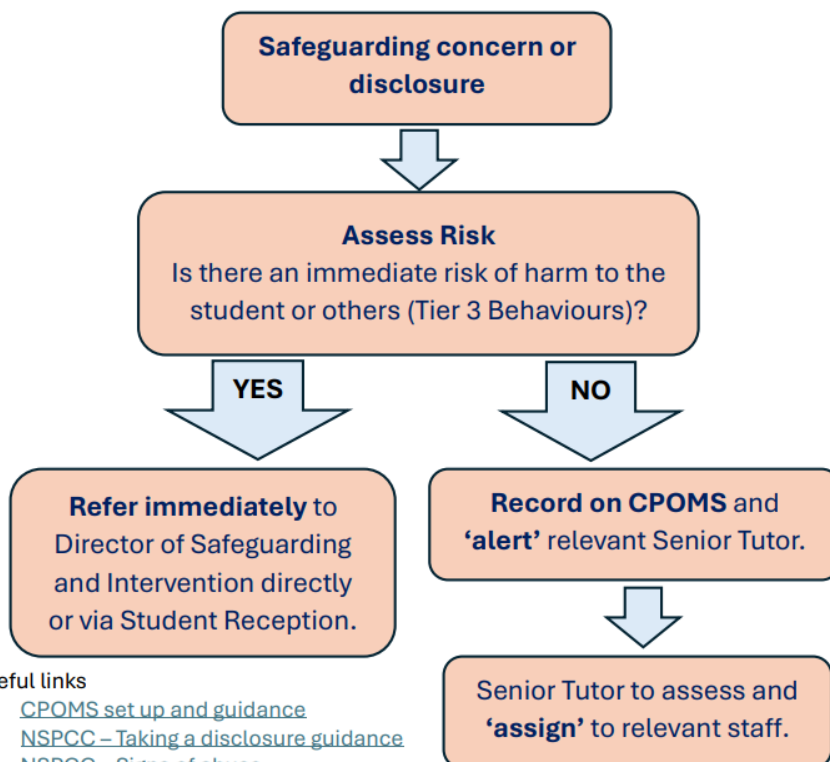
Taking a disclosure

Do:	Don't:
• Be approachable. • Listen carefully and trust that what's being said is correct. • Reflect back key phrases of what's been said, to check your understanding. • Offer immediate support and reassurance. • Record a factual account of the conversation immediately, using the student's actual words wherever possible. Sign, date and keep the record safe. • Log concerns and disclosures on CPOMS • Explain that you may need to pass the information on to keep them, or other people, safe. • Ask open questions to clarify what specifically is being disclosed.	• Promise confidentiality. • Panic, overreact, be judgmental or make assumptions. • Investigate, repeatedly question or ask the individual to repeat the disclosure. • Try to resolve. • Make assumptions.

Safeguarding Referral Process

Safeguarding concern or disclosure

↓

Assess Risk
Is there an immediate risk of harm to the student or others (Tier 3 Behaviours)?

YES ↓

Refer immediately to Director of Safeguarding and Intervention directly or via Student Reception.

NO ↓

Record on CPOMS and 'alert' relevant Senior Tutor.

↓

Senior Tutor to assess and 'assign' to relevant staff.

Useful links
- CPOMS set up and guidance
- NSPCC – Taking a disclosure guidance
- NSPCC – Signs of abuse

Overview of Safeguarding Provision

Universal Support – Giving advice and signposting	Tier 1 - Targeted Support	Tier 2 - Intensive Support	Tier 3 - Risk Support
Mild or temporary difficulties, support can be provided within universal college support.	Emerging concerns where support needs are not being met	Struggling to cope, immediate concerns, range of co-occurring needs	Suffering or likely to suffer significant harm.
Offer of support: Student Assistant Programme, Health and Wellbeing/Safeguarding SharePoint sites, student voice activities, wellbeing week, Shaping Futures tutorial programme, Godalming Skills, counselling service, parent portal, student portal, catering services, Enrichment, Gym.	**Offer of support:** Possible C-SPA referral, Referral to Learning Support, Referral to Health and Wellbeing, targeted wellbeing courses, Student Assistant Programme, On-site Counselling, Online Counselling	**Offer of support:** Safeguarding check-ins with Lead Staff Member, Possible C-SPA referral, Referral to Learning Support, Referral to Health and Wellbeing, targeted wellbeing courses, Student Assistant Programme, On-site Counselling, Online Counselling	**Offer of support:** Safeguarding check-ins with Lead Staff Member, Added to Safeguarding Team Meeting List, Possible C-SPA referral, Referral to Learning Support, Referral to Health and Wellbeing, targeted wellbeing courses, Student Assistant Programme, On-site Counselling, Online Counselling
Lead Staff Member: Personal Tutor, Support Officer **The Team Around the Student:** Subject Staff, Personal Tutor, Support Officer, Senior Tutor, Learning Support, Student Reception, ILC, Careers Team, EDI Officer, Student Union.	**Lead Staff Member:** Senior Tutor, Learning Support Manager, Student Wellbeing Practitioner **The Team Around the Student:** Subject Staff, Personal Tutor, Support Officer, Senior Tutor, Learning Support, Student Reception, ILC, Careers Team, Student Wellbeing Practitioner	**Lead Staff Member:** Senior Tutor, Health & Wellbeing Manager **The Team Around the Student:** Subject Staff, Personal Tutor, Support Officer, Senior Tutor, Learning Support, Student Reception, ILC, Careers Team, Student Wellbeing Practitioner, Health and Wellbeing Manager, Director of Safeguarding and Intervention, Social Services, Police, Children's Mental and Emotional Wellbeing Team, Private Medical or Mental Health support.	**Lead Staff Member:** Health & Wellbeing Manager/ Director of Safeguarding and Intervention /AP-Safeguarding and Support **The Team Around the Student:** Subject Staff, Personal Tutor, Support Officer, Senior Tutor, Learning Support, Student Reception, ILC, Careers Team, Student Wellbeing Practitioner, Director of Safeguarding and Intervention, Assistant Principal – Safeguarding and Support, Social Services, Police, Children's Mental and Emotional Wellbeing Team, Private Medical or Mental Health support.
Possible Behaviours Student appears healthy e.g. • has access and makes use of appropriate health services, • good attendance, • planned progression beyond college, • has set of moral values, • ability to express needs, • able to adapt to change, • able to demonstrate empathy, • feelings of belonging and acceptance, • positive sense of self and abilities, • good mental health and psychological wellbeing, • confident in social situations.	**Possible Behaviours** Emerging concerns that physical and/or psychological health concerns are consistently not addressed e.g. • established mental health problems including self-harming behaviour • child on child abuse • bereavement • young carer • developing eating disorder • developing substance misuse • very poor personal hygiene • limited/no access to home learning devices • social isolation • housing instability • developing family issues or domestic violence • engaging in cyber activity that potentially places others or themselves at risk of harm	**Possible Behaviours** Immediate concerns that physical and/or psychological health concerns are consistently not addressed e.g. • established mental health problems including suicidal ideation • independent living • looked after child • parent/carer neglect • child on child sexual abuse/harassment • established eating disorder • established substance misuse • developing concerns of criminal activity • serious debt/ poverty impacts on ability to meet basic needs • evidence of discriminatory behaviour	**Possible Behaviours** Urgent concerns that place the student at risk of significant harm e.g. • acute mental health problems, risk of suicide • Acute medical condition causing chronic non-attendance, • seriously obese/underweight, • persistent and high-risk substance misuse, • criminal or sexual exploitation • at risk of FGM • Prevent concerns • domestic abuse or violence of urgent concern • involved in or at risk of serious crime • clear evidence that a family is destitute and/or homeless

Useful link – Surrey Continuum of Support