

Safeguarding and Child Protection policy

2025-2026

Approved by: Jon Slay (DSL)

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1 Safeguarding contact details

College

Position	Name	Phone (ext)	e-mail
Designated Safeguarding Lead (DSL)	Jon Slay	01223 350158	jon.slay@mpw.ac.uk
Deputy DSL	Keith Miller	01223 350158	keith.miller@mpw.ac.uk
Deputy DSL	Fiona Edwards	01223 350158	fiona.edwards@mpw.ac.uk
Deputy DSL	Toby Taylor	01223 350158	toby.taylor@mpw.ac.uk
Deputy DSL	Mark Leaford	01223 350158	mark.leaford@mpw.ac.uk
Principal	Ann Meisner	01223 350158	ann.meisner@mpw.ac.uk
Safeguarding Governor and Chair of Governors	Steve Boyes	0207 835 1355	steve.boyes@mpw.ac.uk

Local Authority children's social services numbers

Name	Phone	Out of hours phone	e-mail
Education Safeguarding Team of Cambridgeshire and Peterborough	Cambridgeshire 0345 045 5203	01733 234724	ECPS.General@cambridgeshire.gov.uk
Sara Rogers	Email only		sara.rogers@cambridgeshire.gov.uk
Early Help Hub	01480 376666		early.helphub@cambridgeshire.gov.uk
Cambridgeshire Attendance Helpline			nsa.helpline@cambridgeshire.gov.uk

Allegations against staff

Title	Name	Phone	e-mail
Local Authority's Designated Officer (LADO)	01223 727 967 (Monday to Friday office hours)	01733 234 724	LADO@cambridgeshire.gov.uk

Extremism

Title	Name	Phone	e-mail
Local Authority Prevent Officer	Simone Torry	020 8753 5727 07554 222610	prevent@lbhf.gov.uk Simone.Torry@lbhf.gov.uk
DfE non-emergency advice			counter-extremism@education.gsi.gov.uk
Police	Non-emergency number	101	

Female genital mutilation (FGM)

Title	Phone	e-mail
Cambridgeshire Children's Customer Service Centre	0345 045 5203	Referralcentre.children@cambridgeshire.gov.uk
Cambridge Police	01223 358966	
Police	101	

Other useful contact details

Name	Phone
Childline	0800 1111
NSPCC	0808 800 5000
NSPCC Helpline for victims of sexual abuse	0800 136 663
NSPCC Whistleblowing advice line	0800 028 0285
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
Report Abuse in Education	0800 136 663
National Domestic Abuse Helpline	0800 2000 247
Child Exploitation Online Prevent (CEOP)	0870 000 3344

2 Introduction

- 2.1** Mander Portman Woodward (MPW) is committed to safeguarding and promoting the welfare and wellbeing of young people and staff. We believe that everyone, without exception, has a right to be safe and to be treated with dignity and respect regardless of background and live a life free from discrimination. The college recognises that children and young people learn best when they are healthy, safe, and secure.
- 2.2** 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 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. (Keeping Children Safe in Education, September 2025.)
- 2.3** This policy applies to all students in the college.
- 2.4** The purpose of this policy is to inform all staff (including supply staff), parents (including guardians and carers), contractors, third parties, volunteers and governors about the college's responsibilities for safeguarding children and to enable all parties to have a clear understanding of how these responsibilities should be carried out. It applies wherever staff members are working with students – even where this is away from the college, such as on educational visits or when delivering lessons online.
- 2.5** This policy is published on the college's website and is also available to parents of current and prospective students from the Designated Safeguarding Lead (Jon Slay – jon.slay@mpw.ac.uk) or the Principal (Ann Meisner – ann.meisner@mpw.ac.uk) on request. Large print or other accessible formats can also be made available.
- 2.6** The policy is in accordance with the Cambridgeshire and Peterborough Safeguarding Partnership Board's agreed local interagency procedures.
- 2.7** This policy is also in accordance with current legislation and the following statutory guidance:
- Keeping Children Safe in Education (KCSIE) (September 2025)
 - Working Together to Safeguard Children (WTSC) (updated February 2024)
 - Working Together to Improve School Attendance (August 2024)
 - Prevent Duty Guidance for England and Wales (December 2023)
 - Education (Independent School Standards) Regulations (2014)
 - National minimum standards for boarding schools (September 2022)
 - What to do if you are worried a child is being abused – advice for practitioners (March 2015)
 - Safeguarding children and young people (October 2018)
 - Children Missing Education (August 2024)
 - Information Sharing Advice for Safeguarding Practitioners (May 2024)
 - Relationships Education, Relationships and Sex Education and Health Education (2019)
 - The Equality Act (2010)
 - The Human Rights Act (1998)
- 2.8** We are advised by the local Safeguarding and Child Protection in Schools and Education Officer, whom the DSL regularly consults on safeguarding matters. Contact details can be found in section 1 of this policy.

- 2.9** Every complaint or suspicion of abuse from within or outside the college will be taken seriously and action will be taken in accordance with this policy.



Ann Meisner
Principal



Steve Boyes
Chair of Governors

3 Principles

- 3.1** MPW expects all staff, governors and volunteers to share our commitment to safeguarding and promoting the welfare of all students in our care. To achieve this, the college seeks to create a safe environment with a strong pastoral system, where students who have been subject to any form of abuse can report the matter confident that it will be taken seriously, they will not be made to feel ashamed of making a report and will be fully supported. Staff are trained to listen to students' concerns, identify issues early and respond appropriately following agreed procedures. The college will consider, at all times, what is in the best interest of the child.
- 3.2** The college will take all reasonable measures to:
- ensure that we practise safer recruitment in checking the suitability of staff, governors and volunteers (including staff employed by other organisations) to work with children and young people. Staff recruitment procedures are outlined in detail in the college's Recruitment, Selection and Disclosure Policy;
 - ensure that, where staff from other organisations are working with our students on another site, we have received confirmation that appropriate child protection checks and procedures apply to those members of staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members working with children;
 - follow the local inter-agency procedures of the Education Safeguarding Team, Cambridgeshire County Council and contribute to inter-agency working;
 - support students in need through early intervention and, where appropriate, support them in co-operation with multi-agencies who are working to the Common Assessment Framework (CAF) and as part of the Team around the Child (TAC) approach;
 - be alert to signs of abuse, both in the college and from outside and to protect each student from any form of abuse, whether from an adult or another student;
 - deal appropriately with every suspicion or complaint of abuse and support students who have been abused in accordance with their agreed child protection plan;
 - design and operate procedures which promote this policy, but which, so far as possible, ensure that tutors and other staff who are innocent are not prejudiced by false allegations;
 - be alert to the needs of students with physical and mental health conditions;
 - operate robust and sensible health and safety procedures;
 - operate clear and supportive policies on drugs, alcohol and substance misuse;
 - assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
 - identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
 - take all practicable steps to ensure that the college premises are as secure as circumstances permit;

- teach students about safeguarding issues and about how to keep themselves safe (including online and when working from home online); and
- ensure that any deficiencies in our child protection and safeguarding procedures are remedied without delay.

4 Roles and responsibilities

4.1 Safeguarding and child protection is everyone's responsibility. All staff (including governors, supply staff, contractors and volunteers) are under a general legal duty to:

- contribute to providing a safe environment in which students can learn;
- consider at all times the best interests of the student and take action to enable all students to have the best outcomes;
- attend appropriate safeguarding and child protection training on an annual basis or additionally as directed by the DSL;
- be aware of the indicators of the different forms of abuse and neglect and of emergent mental health issues;
- be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and that they may also not recognise their experiences as harmful;
- assist children in need and to protect children from abuse, neglect, exploitation, radicalisation and extremism;
- be familiar with the college's policies pertaining to safeguarding and child protection procedures and follow them;
- know how to access and implement the procedures, independently if necessary;
- keep a sufficient record of any significant complaint, conversation or event;
- report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy; and
- support social services and any other agencies following any referral.

4.2 The Designated Safeguarding Lead (DSL)

The college has a Designated Safeguarding Lead (DSL) who is a senior member of staff and member of the college's leadership team. The DSL takes lead responsibility for safeguarding (including online safety) and child protection and is the first point of contact for parents, students, staff and others if they have any concerns about safeguarding or child protection. The college also has Deputy DSLs, ensuring that there is always an appropriately-trained and designated person in the college at all times.

The DSL will be given the time, funding, training, resources and support to ensure they are able to fulfil all the key aspects of their role as described in KCSIE (September 2025) effectively:

- **Managing Referrals:** the DSL will manage the referral of cases of suspected abuse, neglect, exploitation, radicalisation or any other relevant issue to the Local Authority Social Care Service, Channel programme, DBS and/or Police as appropriate.
- **Working with others:** the DSL will be the principal point of contact for all staff and when co-ordinating different departments and functions within and outside the college in the management of a case. They will promote supportive relationships with parents and carers to safeguard students' welfare, be able to identify the causes and consequences of issues that children are experiencing and to support staff to make appropriate adjustments in the provision of educational programmes.
- **Information sharing and managing the child protection file:** the DSL is responsible for keeping child-protection files up to date with accurate and complete records of any actions or decisions taken and ensuring these confidential records are securely stored and, where appropriate, transferred to a new school promptly.

- **Raising Awareness:** the DSL is responsible for reviewing and updating the college's safeguarding policy at least annually, for ensuring that all staff members have had appropriate training regarding its implementation and that parents can access the policy and know that the college may make referrals where abuse, neglect or exploitation is suspected.
- **Training, knowledge and skills:** the DSL will receive the appropriate level of training, together with regular updates, to ensure they are able to understand the unique risks associated with online safety, to be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or college and to diagnose, and respond to the specific needs of vulnerable children and work effectively with agencies such as the LADO, the Police and the Channel agency.
- **Providing support to staff:** the DSL should receive sufficient support and training so that they can support staff and help them feel confident on welfare, safeguarding and child-protection matters, including referrals and taking into account safeguarding, welfare and SEN in the provision of academic and pastoral support.
- **Understanding the views of children:** the DSL should, through training, develop the knowledge and skills needed to encourage a culture of listening to children and taking account of their wishes and feelings among all staff. They should promote an understanding of the difficulties that children may have in approaching staff about their circumstances and help staff consider how to build trusted relationships which facilitate communication.

Note: A full description of the responsibilities of the DSL is set out in Appendix 7 of this policy.

4.3 Deputy Designated Safeguarding Leads (DDSL)

DDSLs are trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of a long-term absence of the DSL, a Deputy will assume responsibility for all the activities described above. On a day-to-day basis safeguarding activities may be delegated to a DDSL but final lead responsibility for safeguarding and child protection remains with the DSL.

4.4 Principal

The Principal is responsible for ensuring that the procedures outlined in this policy are followed on a day-to-day basis. To this end the Principal will ensure that:

- the safeguarding and child protection policy and procedures adopted by the governing body are implemented and followed by all staff;
- sufficient time, training, funding, support and resources necessary to enable the DSL and DDSLs to carry out their roles effectively are allocated, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- matters which affect student welfare are adequately risk-assessed by appropriately-trained individuals and for ensuring that the relevant findings are implemented, monitored and evaluated;
- systems for students exist that enable them to express their views and give feedback;
- staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the college's Whistleblowing Policy and low-level concerns procedures;
- students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- safer recruitment procedures are being adhered to in line with Part 3 of KCSIE, September 2025;
- they act as the 'case manager' in the event of concerns and allegations of abuse made against another member of staff (including supply staff and volunteers) and liaises with the Local Authority Designated Officer (LADO); and

- they notify the Disclosure and Barring Service and, where appropriate, the Teaching Regulatory Authority and/or the Police of anyone who has harmed or may pose a risk to a child.

4.5 Governing Body

The Governing Body has overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of students. It is the role of the Governing Body to provide scrutiny of the safeguarding policy and safeguarding practice. The Governing Body takes seriously its responsibility to fulfil its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. To this end, the Governors will ensure that:

- they facilitate a whole-school approach to safeguarding, ensuring safeguarding and child protection underpin all aspects of process and policy development;
- an effective, up-to-date safeguarding child protection policy is in place that is clear and easy to understand for staff, students, parents and carers and is made available on the college's website;
- other policies, as prescribed in Part 2 of KCSIE, are in place and operational;
- the obligations imposed by the Human Rights Act (1998) and the Equality Act (2010) are met;
- students are being taught about how to keep themselves and others safe, including online, and that there is appropriate provision for the specific needs and vulnerabilities of individual children, including those who are victims of abuse and/or have SEN/D needs;
- required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register;
- an appropriate member of staff from the college's leadership team is appointed to the role of DSL;
- all staff receive safeguarding induction and ongoing training in accordance with this policy;
- the college's safeguarding arrangements take into account the procedures and practice of the Cambridge and Peterborough Safeguarding Children Partnership Board;
- the college contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of students are identified;
- clear systems and processes are in place for identifying and managing students with mental health problems;
- child protection files are maintained and, where appropriate, such records are transferred to a student's new school or college in accordance with statutory guidance;
- appropriate filters and monitoring systems are in place to keep children safe online and that these are reviewed regularly;
- the college reports to their local authority (CPSPB) any student who joins or leaves the college at non-standard transition times in line with statutory and local authority guidance; and
- written assurances are provided by individuals or organisations who hire college premises confirming appropriate safeguarding and child protection procedures are in place.

4.6 Safeguarding Governor

The Chair of Governors is **Steve Boyes** and he is also the Nominated Safeguarding Governor who takes lead responsibility for monitoring the operation of safeguarding arrangements in the college. This is done in a number of ways, these being:

- conducting discussions about safeguarding matters with the DSL at least once a term and more regularly, if needed;
- liaising with the local authority and/or partner agencies where appropriate; and

- conducting an annual audit of the college's safeguarding procedures and submitting a written report to the Governing Body with recommendations for further improvements. The annual written report will typically consider: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; management of the SCR; the handling of safeguarding issues; referral management; the contribution the college is making to inter-agency working; and the provision for teaching students how to keep themselves safe. This audit will form part of the annual review undertaken by the Governing Body as a whole to ensure that all policies, procedures and training provided by the college are effective and comply with the law.

4.7 The contact details for the Safeguarding Governor are set out in Section 1 of this policy.

5 Key personnel

The DSL at the college is Jon Slay, Assistant Principal and member of the Senior Leadership Team. If the DSL is unavailable, the role will be carried out by one of the Deputy DSLs: Keith Miller (Assistant Principal Pastoral), Mark Leaford (Head of GCSE), Toby Taylor (Head of PSHE), Fiona Edwards (School Nurse) or Ann Meisner (Principal). Graham Almond (Deputy Principal), Elpida Christianaki (Deputy Principal) and Inga Morrissey (Assistant Principal International) are also DSL Level 3 trained. The DSL or Deputy DSLs are always available when the college is open to discuss safeguarding concerns with staff, either in person or via telephone, email or MS Teams.

The Prevent Lead is Mark Leaford (Head of GCSE) and the E-safety lead is Simon Baldwin (Head of Computer Science).

- 5.1** If the DSL and Deputy DSLs are unavailable, the role will be carried out by the Principal. Outside college hours and during out-of-term activities, a designated member of the SLT will assume temporary responsibility and the rota will be made available to all staff.
- 5.2** Jon Slay is the designated member of staff who oversees the welfare of looked-after children.
- 5.3** Contact details for all the above are contained in section 1 of this policy.

6 Staff training

- 6.1** Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse and neglect are concerned.
- 6.2** Induction training for all new members of staff, including temporary employees or volunteers, includes formal child-protection training which covers:
- this safeguarding policy and related policies on Anti-Bullying and Cyber-bullying, E-Safety, Mental Health and Prevent*;
 - Part 1 and Annex B of KCSIE*;
 - the role, identity and contact details of the DSL and Deputy DSLs;
 - policies on acceptable use of IT and online safety (including when they are online at home)*;
 - the expectations, roles and responsibilities of staff in relation to filtering and monitoring of online content;
 - the student behaviour policy*;
 - the college's safeguarding response to students who go missing from education;
 - the Staff Code of Conduct, including low level concerns procedures*;
 - the college's policy on Whistleblowing*;
 - an overview of the Local Safeguarding Children Partnership's procedures.

** Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff will be required to confirm on Handsam they have read and understood them. A proportional approach based on risk assessment will be taken to determine the level of information provided to temporary staff and volunteers.*

- 6.3** All staff, including the Principal and volunteers involved in regulated activity, will undertake appropriate child-protection training which, in line with CPSPB guidance, is updated at least annually. In addition, all staff will receive safeguarding updates delivered through a combination of INSET, e-bulletin updates, and the completion of relevant e-courses on a regular basis and at least annually. Safeguarding training is coordinated by the DSL and includes online safety and Prevent training, where appropriate.
- 6.4** All staff receive updated copies of the college policies referred to above and are required to confirm that they have read and understood them. In addition, Part 1 and, where appropriate, Annex B of KCSIE are reissued to staff whenever this statutory guidance is updated by the DfE. Staff training provides an opportunity to check and consolidate their understanding of the policies. Staff can also access the policies and further reading in the staff section of the college's SharePoint.
- 6.5** The DSL team will regularly assess the appropriate level and focus for staff training so that it can respond to specific safeguarding concerns such as mental health, child-on-child abuse, online safety, radicalisation, child sexual exploitation, child criminal exploitation, sexual violence and harassment, prejudiced-based and discriminatory bullying, and female genital mutilation (FGM).
- 6.6** The DSL and Deputy DSLs undertake training that is in accordance with locally-agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training includes Prevent awareness training and will be updated every two years. Additional specialist training will be obtained for those who have specific responsibility for looked-after children. They also refresh their knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:
- keep abreast of best practice for promoting a culture of listening to children;
 - remain up to date on the mechanics of inter-agency working as operated by the CPSPB;
 - understand the assessment process for providing early help and intervention, for example through locally agreed common assessment processes such as early-help assessments;
 - have an up-to-date working knowledge of how local authorities conduct child-protection case conferences so they can contribute to these effectively when required to do so;
 - be alert to the specific needs of children in need, those with Special Educational Needs and young carers;
 - understand and support the college regarding the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation; and
 - be able to keep proper written records of concerns and referrals.
- 6.7** New appointees to the Governing Body receive appropriate safeguarding and child protection (including online) training at induction. This training is designed to ensure they understand their responsibilities as governors and equip them with the knowledge to provide strategic challenge to test and assure themselves that MPW's safeguarding policies and procedures are effective and support the delivery of a robust whole college approach to safeguarding. All members of the Board of Governors receive update training at least on an annual basis.

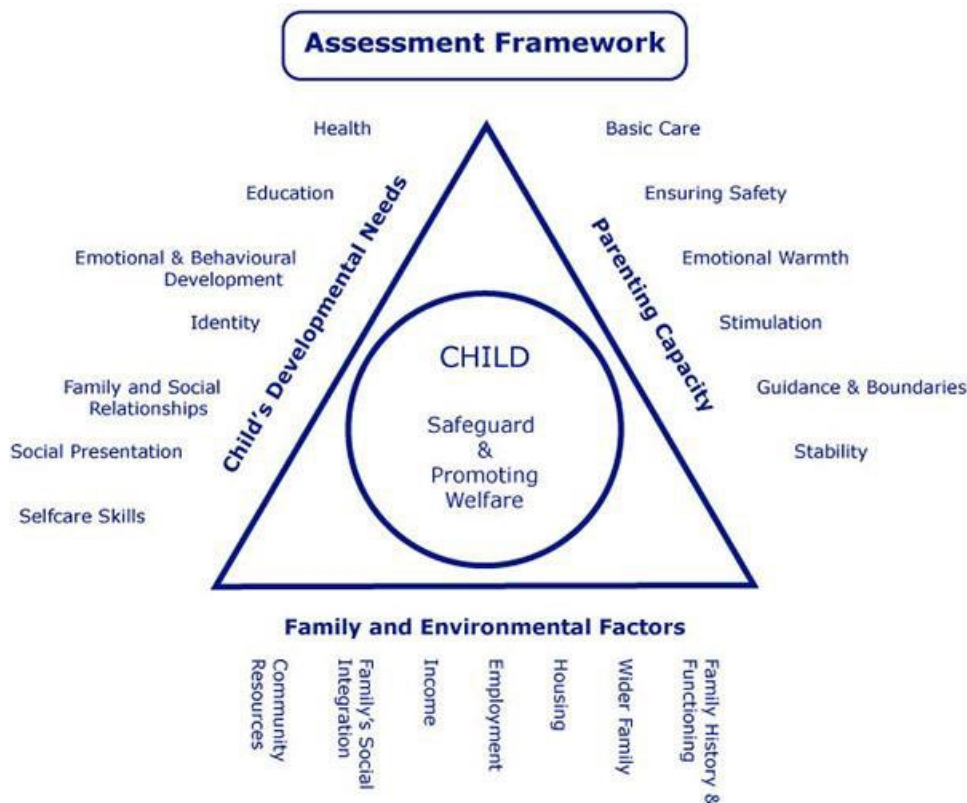
7 Hierarchy of intervention

- 7.1** The Cambridgeshire and Peterborough Safeguarding Partnership Board publishes [threshold guidance](#) that all agencies, professionals and volunteers in the borough can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in

relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static and they may experience different needs – at different points on the continuum – throughout their childhood years.

7.2 Within the **Continuum of Need Matrix**, there are four levels of need:

The following assessment triangle should be used to identify the interplay between the three domains to assess the child's needs and form a judgement regarding the level of need.



Level 1: No additional needs

These are children with no additional needs; all their health and developmental needs will be met by universal services. *These are children who consistently receive child focused care giving from their parents or carers.* The majority of children living in each local authority area require support from universal services alone.

Level 2: Early help

These are children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. This is the threshold for a multi-agency early help assessment to begin. These are children who require a lead professional for a co-ordinated approach to the provision of additional services such as family support services, parenting programmes and children's centres.

These will be provided within universal or targeted services provision and do not include services from children's social care.

Level 3: Children with complex multiple needs

These children require specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. They may require longer term intervention from specialist services. In some cases these children's needs may be secondary to the adults needs. This is the threshold for an assessment led by children's social care under

Section 17, Children Act 1989 although the assessments and services required may come from a range of provision outside of children's social care that include targeted services.

Level 4: Children in acute need

These children are suffering or are likely to suffer significant harm. This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes. Their needs may not be considered by their parents/carers. This level also includes Level 4 health services which are very specialised services in residential, day patient or outpatient settings for children and adolescents with severe and /or complex health problems. This is likely to mean that they may be referred to children's social care under Section 20, 47 or 31 of the Children Act 1989.

This would also include those children remanded into custody or those with significant need who are known to youth justice services.

The assessment triangle should be used to identify the interplay between the three domains to assess the child's needs and form a judgement regarding the level of need.

8 Early help

- 8.1** Early help may be provided exclusively by the college in cases which do not require a referral to statutory services or in conjunction with third parties where the threshold criteria have been met. The purpose of early help is to improve resilience and outcomes and to prevent problems from escalating. We recognise that young people may face many challenges that put them in need of support and ensure that staff are aware of them. These include stress, peer pressure, body image concerns, mental health and relationship issues.
- 8.2** Students are encouraged to raise concerns as soon as they are identified, either through their Personal Tutor or directly with the Designated Safeguarding Lead, so that effective early support can be provided. They should be taken seriously and never be made to feel that they are creating a problem for reporting concerns or abuse.
- 8.3** If staff believe that a student could benefit from early help, they should discuss the matter with the DSL who will, taking into account the CPSPB's threshold criteria, consider what action should be taken.
- 8.4** If early help is provided, the situation will be monitored carefully and a referral to children's social services made if the student's situation does not appear to be improving.
- 8.5** The college has various mechanisms to help identify emerging problems, including a thorough student recruitment process, the college's pastoral system, the PSHE programme and various policies, including Anti-Bullying and Cyber-bullying, E-Safety, Mental Health and Prevent. Staff training also prepares staff to identify students who might benefit from early help.
- 8.6** The college recognises the increased vulnerability of young people who:
- are disabled or have certain health conditions and has specific additional needs;
 - have special educational needs (whether or not they have a statutory Education, Health and Care plan) as they are more prone to peer-group isolation or bullying (including prejudice-based bullying);
 - do not have English as a first language;
 - are in private foster care;
 - are living away from home for the first time;
 - are frequently missing from education, care or home, persistently absent from college or not receiving full-time education;
 - are faced with challenging family circumstances;

- are showing signs of being drawn into anti-social or criminal behaviour;
- have experienced multiple suspensions and may be at risk of permanent exclusion
- are looked-after children;
- are acting as young carers;
- are misusing drugs or alcohol themselves;
- has a parent or carer in custody or is affected by parental offending;
- are gender questioning;
- are at risk of being radicalised or exploited;
- are showing early signs of abuse, neglect or mental health problems; and
- may be subject to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation, sexual identity or other protected characteristics.

Such children may be more likely to need early help. Also, recognising abuse, exploitation or neglect may be more difficult for these young people for many reasons, including:

- assumptions that indicators of possible abuse such as behaviour, mood or injury relate to a student's disability without further exploration;
- the fact that SEN/D students are more prone to peer group isolation (including prejudice-based bullying) than other young people;
- the fact that students with Special Educational Needs or Disabilities (SEN/D) can be disproportionately impacted by bullying/child-on-child abuse without outwardly showing any signs;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the real world.
- cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the real world.
- communication barriers and difficulties overcoming these barriers; and
- a disabled student's understanding of abuse.

9 What to look out for and when to be concerned

- 9.1** All staff should be aware of the types and signs of abuse, neglect and exploitation so that they are able to identify students who may be in need of help or protection. They also must be mindful that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. To reduce barriers to a potential disclosure it is incumbent on staff to build trusted relationships with children which facilitate communication. Staff must also exercise professional curiosity and speak to the DSL if they have concerns.
- 9.2** **Child abuse** is 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. Harm can also include ill-treatment that is not physical as well as the impact of witnessing the ill-treatment of others. 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 (child-on-child abuse). Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

9.3 Staff should be aware of the four main categories of child abuse which are commonly identified:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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 cyber-bullying), 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 through 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. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and is covered in greater detail later in this policy (section 20).
- **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 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 or 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.

9.4 Other forms of abuse which staff should be aware of are:

- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- Child-on-child
- Children absent or missing from education
- County lines
- Cybercrime
- Domestic abuse
- Honour-Based Abuse (HBA) and Female Genital Mutilation (FGM)
- Forced marriage
- Radicalisation
- Sexual violence and harassment (including upskirting)

Further information is provided in Appendices 2 and 3 of this policy and in Part 1 and Annex B of KCSIE.

10 Contextual safeguarding

10.1 All staff should be aware that children may be vulnerable to abuse or exploitation from outside their families, and safeguarding risks must consider risks in contexts such as peer groups, schools, neighbourhoods, and online environments. This is known as contextual safeguarding. All staff should consider, and especially those within the safeguarding team, whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and young people may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, and serious youth violence.

11 Signs of abuse

11.1 All staff need to be aware that students may be reticent about reporting abuse generally, and particularly so about child-on-child abuse. All staff therefore need to be vigilant for potential indicators that abuse may be taking place and able to use MyConcern to inform the DSL team of any concerns they might have.

11.2 Possible signs of abuse include (but are not limited to) the following:

- the student discloses that they have been abused, or asks a question which gives rise to that inference
- the student has an injury that cannot be reasonably or consistently explained, or is unusual in type or location
- the student shows signs of injury on a regular or patterned basis
- the student engages in extreme or challenging behaviour or there is a sudden change in the student's behaviour
- the student asks to drop subjects with a particular tutor and seems reluctant to discuss reasons
- the student appears neglected (e.g., dirty, hungry, inadequately clothed)
- the student appears reluctant to return home or has been openly rejected by their parents
- the student's development is delayed in terms of emotional progress
- the student withdraws emotionally – showing a lack of trust in adults
- the student shies away from being touched or flinches at sudden movements
- the student loses or gains weight

11.3 Further guidance is provided in Appendix 2. Other sources of information on the signs of abuse include: the DfE advice note [What to do if you're worried a child is being abused \(2015\)](#) and the [NSPCC website](#).

12 Listening to students and record keeping

12.1 The college provides a range of opportunities for students to be listened to. Students can speak with subject tutors, Personal Tutor, a member of the DSL team or make use of the college counselling service. Concerns can also be brought to our attention via the student council, via our online reporting tool or via the worries boxes which are located outside B1.12 in Brookside and outside XG.01 In Panton St. Contact details for external agencies such as Childline and Office of the Children's Commissioner are available in common-room areas.

12.2 If a student discloses that they have been abused or neglected in some way, the member of staff should:

- immediately stop any other activity to listen;
- listen carefully to the student and keep an open mind – do not interrupt or be afraid of silences;
- keep in mind that some students may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation;
- limit the questioning to the minimum necessary for clarification using “what, when, how, where” but avoiding leading questions (such as, “has this happened to your siblings?”) that may prejudice an investigation;

- not make any attempt to investigate the incident themselves or make a decision as to whether or not the student has been abused;
- reassure the student, but never promise not to tell anyone. Instead, explain who has to be told to ensure that proper action is taken in accordance with this policy;
- discuss the conversation with the DSL as soon as possible, and take no further action unless instructed to do so by the DSL or the Principal;
- only share information on a need-to-know basis; and
- **make a full written record of the conversation as set out below.**

12.3 Staff must record in writing all concerns, discussions and decisions made about a student as soon as possible on MyConcern. The recording must be a clear, precise and factual account of the conversation or observations. Where a child has made a disclosure, the record must include details of:

- its date, time and place
- what was said and done, by whom and in whose presence
- any noticeable non-verbal behaviour or words used by the child.

The record should be signed by the person making it, using names, not initials. Any other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff or volunteer. The DSL or DDSL will organise for the evidence to be scanned and added to the MyConcern incident record.

Where a report includes an online element, staff should, where possible, avoid viewing illegal images of a child and under no circumstances should such images be forwarded electronically. Further guidance is available on what to do if viewing an image is unavoidable on:

- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- [*Sharing nudes and semi nudes: advice for education settings working with children and young people \(December 2020\)*](#).

13 Procedure to be followed by staff if they have concerns about a student's welfare

13.1 If a member of staff has concerns about a student's welfare, including any mental health concerns, **they must inform the DSL or DDSL as soon as possible**, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section *Allegations against members of staff (including supply staff), contractors and volunteers* below should be followed. Staff should not assume that somebody else will act and share information that might be critical in keeping a student safe.

13.2 All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should talk to the DSL.

13.3 If a tutor discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the tutor **must** report this to the police. Unless the tutor has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Annex B of KCSIE and '[Guidance for Schools](#)' information.)

13.4 The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism.

13.5 Parents can report to the DSL on the welfare of any student in the college, whether their own child or not. If preferred, parents may discuss concerns in private with the student's Personal Tutor or other member of staff, who will notify the DSL.

13.6 Any member of staff may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

14 Duties of the DSL on being notified of a concern about a student's welfare

14.1 When the DSL is notified of any concerns about a student's welfare, they will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children's social services.

14.2 Factors that the DSL should bear in mind when making their decision include:

- the best interests of the child
- the nature and seriousness of the complaint
- contextual factors
- the referral threshold set by the relevant Local Authority
- the student's wishes or feelings
- the inter-agency procedures of the Local Safeguarding Children Partnership
- where relevant, local information sharing protocols relating to Channel referrals.

14.3 If the DSL decides not to make a referral, but to support the student with early help, the DSL will keep the situation under review and consider a later referral to children's social services if the student's situation does not appear to be improving.

14.4 Members of the DSL team are responsible for maintaining written safeguarding records once an issue has been logged on MyConcern. These records are confidential and the only personnel within the college who have access to them are the DSL/DDSLs and the Principal. Such records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any actions taken, rationale for decisions reached and the outcome.

15 Making a referral to children's social services

15.1 When a student is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made as soon as possible by the DSL to Children's Social Care in the local authority in which the student lives. Parental consent for referrals of this type is not required in these circumstances. However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge. Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police), there should an inter-agency early-help assessment and procedures will be put in place by children's services to arrange this. The college will coordinate with the local agencies involved.

15.2 If a student is in **immediate danger** or is at **risk of harm**, a referral should be made to children's social services and/or the police must be made without delay (and in any event within 24 hours). Further guidance on when to call the police is provided by the [NPCC - when to call the police](#). The college is not required to obtain parental consent prior to a referral being made.

- 15.3** If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL should contact children's social services again.
- 15.4** If the DSL is not sure whether a referral should be made, they will consult with children's social services on a no-names basis. However, if at any stage sufficient concern exists that a student may be at risk of harm or in immediate danger, a referral to children's social services and/or the police will be made immediately.
- 15.5** Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.
- 15.6** If, after a referral, the student's situation does not appear to be improving, the DSL should contact children's social services again to follow the matter up, to ensure both that their concerns are addressed and that the student's situation improves.
- 15.7** Where relevant, the college will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The college will respond to requests for information from the police promptly, and in any event within five to ten working days (see the college's Prevent Policy).
- 15.8** If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the college will consider whether any disciplinary action is appropriate against the individual who made it.

Note: Refer to Appendix 5 for a flowchart outlining the referral process to children's social services.

16 Informing parents

- 16.1** Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer (LADO), children's social services, the police and/or the Principal before discussing details with parents.
- 16.2** For Prevent referrals, the DSL will consider seeking the consent of the student (or their parents) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
- 16.3** When the college decides to refer a particular complaint of abuse to social services or the police, the parents and student will be informed in writing of their right to make their own complaint or referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.
- 16.4** For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

17 Allegations about members of staff, supply staff, contractors and volunteers

17.1 Guidance to staff

Guidance is given to staff to be circumspect about placing themselves in situations which may

- put themselves or their students at risk of harm; or
- give rise to allegations of abuse.

To reduce the risk of allegations, staff should be aware of safer working practices and should be familiar with the detailed guidance on acceptable behaviour and actions contained in the Staff Code of Conduct, which is issued to all staff. Particular care should be taken when staff have one-to-one meetings with a student.

17.2 The following procedures will be used where it is alleged that a member of staff, a supply teacher, contractor or volunteer 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 they would pose a risk of harm; or
- behaved or may have behaved in a way (in or outside of college) that indicates they might not be suitable to work with children. The incident may not necessarily involve children but may raise concerns that such behaviour might be replicated against a child (e.g., domestic violence at home).

These criteria are often referred to as the allegation or harms threshold. The procedures outlined below aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. The procedures follow Part 4 of KCSIE (September 2025).

17.3 Reporting an allegation about staff

If an allegation is made about staff that appears to meet the criteria in paragraph 17.2:

- Where an allegation is made about a member of staff, supply staff, the DSL, contractor or volunteer, the matter should be reported immediately to the Principal, or in the Principal's absence, to the Chair of Governors, Steve Boyes. The adult to whom the allegation relates should not be informed without the explicit consent of the Local Authority Designated Officer (LADO), the person designated by the local authority to be involved in the management of allegations against people who work with children. In the event of a situation where there is a potential conflict of interest in reporting the matter to the Principal, an allegation should be reported directly to the LADO.
- Allegations about the Principal should be reported to the Chair of Governors, Steve Boyes, without first notifying the Principal.
- Allegations about a governor should be reported to the Chair of Governors. If the allegation is against the Chair of Governors, the matter should be reported to the CEO.
- The Principal, Chair or CEO who receives any such allegation is referred to in these procedures as the 'case manager'.

17.4 Action to be taken by the case manager

- Before contacting the LADO, the case manager will conduct basic enquiries in line with the CPSPB's procedures to establish the facts to help determine whether there is any foundation to the allegation. Nothing must be done at this initial stage that could jeopardise a future police investigation.
- If the case manager is unsure whether the allegation meets the criteria in para 17.2 above, the LADO will be consulted for advice.
- Any allegations meeting the criteria in para 17.2 will be dealt with in accordance with the local authority's arrangements for managing allegations. All such allegations must be dealt with as a priority to avoid any delay.
- The case manager will immediately (and in any event within one working day) discuss the matter with the LADO before further action is taken. The case manager may also consult with the DSL, but no attempt will be made to formally investigate the allegation until the LADO is consulted. The purpose of the initial discussion between the case manager and the LADO is to consider the nature, content and context of the allegation and agree a course of action. All discussions with the LADO should be recorded in writing.

- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken with regards to the individual facing the allegation or concern, in which case this decision and a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.
- In situations where a person is deemed an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may, in consultation with the LADO, request police involvement from the outset.
- Where an adult makes an allegation to the college that they were abused as child, the individual will be advised to report the allegation to the police. Non-recent allegations made by a student will be reported to the LADO in line with the Bi-borough's procedures for dealing with such allegations. The LADO will then coordinate with local authority, children's social care and the police.

17.5 Disclosure of information

- The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted and, if appropriate, local authority children's social care and the police have been consulted
- The parents of the student involved will be informed of the allegation as soon as possible if they do not already know of it, although where external agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, only in relation to their child: no information can be shared regarding the member of staff.
- The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

17.6 Investigation

- Investigations will usually be undertaken by a senior member of college staff, under the guidance of the LADO. However, depending on the nature and complexity of an allegation, the investigation may instead be conducted by external agencies, such as social services or the police. In some cases, the LADO may ask for further enquiries to be made before a formal decision is reached about how to proceed. When this occurs, the LADO will provide specific guidance as how and by whom the investigation should be conducted.
- Where an external agency is conducting the investigation rather than the college, the college will cooperate fully with external investigators. No internal investigation into possible breaches of the college's disciplinary code will commence until any external investigation or criminal proceedings are complete.
- The case manager will monitor the progress of the case to ensure that it is being dealt with as quickly as possible in a thorough and fair way. Wherever possible, the first review should take place within four weeks of the initial assessment. Subsequent reviews will take place at fortnightly (and no longer than monthly) intervals whilst the investigation is ongoing.
- It is recognised that the college may have to consider an allegation against an individual not directly employed by the college: for example, supply tutors provided by an employment agency or business. MPW will ensure that the agency is made fully aware of any allegations and that they are dealt with properly. Before ceasing to use a supply tutor due to safeguarding concerns, the facts will be found out and the LADO liaised with to determine a suitable outcome. MPW may take the lead in the investigation, to ensure that the allegation is dealt with properly and to recognise the fact that the agency would not have direct access to students or other college staff. They would therefore not be able to collect the facts or liaise with the LADO, police and/or children's social services. The agency will be made aware of the issues and be fully involved, even though the college is taking the lead. For example, the college will discuss with the agency whether it is appropriate to suspend the person they have supplied, or redeploy them, whilst the investigation is carried out. Supply staff will be advised to contact their trade union for representation. If there is an allegation meeting, it will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the college.

- If MPW receives an allegation relating to an incident that happened when an individual or organisation was using its premises for the purposes of running activities for children, the college will follow the procedures set out in this policy, including informing the LADO.
- The college will not cease its investigations if the person involved leaves, resigns, ceases to provide their services, or refuses to cooperate. Records will be kept of the nature of the allegation and any supporting evidence used to determine whether or not, on the basis of information available, the allegation is substantiated. The person involved will be notified in writing of the outcome of the investigation process.
- In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
 - Substantiated: there is sufficient evidence to prove the allegation.
 - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject to the investigation.
 - False: there is sufficient evidence to disprove the allegation.
 - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
 - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

17.7 Support

- The college has a duty of care towards its employees and will ensure that effective support is provided for anyone facing such an allegation. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available.
- The college will also provide access to counselling or medical advice, where appropriate.
- The college will not prevent social contact with work colleagues and friends, when staff are suspended, unless there is reason to believe this may be prejudicial to the gathering and presentation of evidence.
- Support will also be offered to the student(s) affected and their parents. The college will consult with the children's social services, or the police as appropriate, as to how this can be done in the most suitable and effective way.

17.8 Suspension

- Suspension will not be an automatic response to an allegation and will only be considered in a case where there is cause to suspect that one or more students at the college are at risk of significant harm, or where the allegation is so serious that it might be grounds for dismissal. The college will consider whether the result that would be achieved by suspension could be obtained by alternative arrangements, such as redeployment. A member of staff will only be suspended if there is no reasonable alternative. The college will balance the need to ensure the safety and welfare of the student with the need for a full and fair investigation. The LADO will be consulted as to the appropriate action to take.
- If suspension is deemed appropriate, the reasons and justification will be recorded by the college and the individual notified of the reasons for the suspension. The college will ensure that the suspended person is given the contact details for the representative who has been appointed to keep him or her informed about the progress of the case.
- If the allegation is against a member of the residential boarding staff and that member of staff is suspended from duty as a result of the allegation, the college will provide alternative accommodation for that member of staff for the duration of the investigation

- If it is decided that the person who has been suspended should return to work, the college will consider how to facilitate this; for example, whether a phased return would be appropriate. The college may provide a mentor and will also consider how to manage contact with the student who made the allegation.

17.9 Confidentiality and information sharing

- The college will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality, in order to ensure a fair investigation with minimum impact on all parties.
- A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of a member of staff who is the subject of an allegation before they are charged with an offence. Publication includes any speech, writing, relevant programme or other communication, in whatever form, which is addressed to the public at large or any section of the public.
- The case manager will take advice from the LADO, police and children's services, as appropriate, to agree:
 - Who needs to know about the allegation and what information can be shared
 - How to manage speculation, leaks and gossip, including how to make the parents of the student involved aware of their obligations with respect to confidentiality
 - What, if any, information can be reasonably given to the wider community to reduce speculation
 - How to manage press interest if, or when, it arises
- Where the police are involved, wherever possible the college will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in any subsequent disciplinary process initiated by MPW.

17.10 Unsubstantiated, unfounded, false or malicious allegations

- If an allegation by a student is determined to be unsubstantiated, unfounded, false or malicious, the case manager should consider the following actions:
 - If the student who made the allegation is in need of help or may have been abused by someone else and, under such circumstances, whether a referral to student's social services is appropriate
 - Whether to take disciplinary action against the student in accordance with the college's Behaviour Policy.
- If a parent has made a deliberately invented or malicious allegation, the Principal will consider whether to require that parent to withdraw their child or children from the college, on the basis that they have treated the college or a member of staff unreasonably.
- Whether or not the person making the allegation is a student or a parent (or other member of the public), the college reserves the right to contact the police to determine whether any action might be appropriate.

17.11 Substantiated allegations

- If an allegation is substantiated and the member of staff, contractor or volunteer is dismissed because they are unsuitable to work with children a report to the Disclosure and Barring Service will be made promptly, and in any event within one month of the person leaving the college.
- Settlement agreements, including a form of words for a reference, will not be used in cases where a member of staff, volunteer or contractor resigns or ceases to provide their services, where there are allegations that indicate the person is a risk or poses a risk of harm to children. Resignation or ceasing to provide services will not prevent a referral being made to the Disclosure and Barring Service where appropriate.
- If a teacher has been dismissed, or would have been dismissed had they not resigned, in cases involving unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence, MPW will give separate consideration to whether a referral should be made to the Teaching

Regulation Agency. The college will follow the advice set out in the TRA documents: [Teacher misconduct: information for teachers](#) and [Teacher misconduct: the prohibition of teachers](#) (as updated from time to time) to decide whether a referral should be made.

- At the conclusion of a case in which an allegation is substantiated, the LADO will review the circumstances of the case with the case manager to determine whether any improvements could be made to the college's procedures to prevent the occurrence of similar events in the future. Consideration will also be given to how the investigation process was managed, including, where appropriate, the use of suspension of the accused. The case manager will produce a written report that will be presented to the governors without delay.

17.12 Record keeping and references

- Details of allegations that are found to be malicious or false will be removed from personnel records, unless the individual gives their written consent for the retention of the information. For all other allegations, a comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any actions taken, decisions made and the outcome (*substantiated, unfounded or unsubstantiated*) will be kept on the employee's file. A copy will be provided to the individual concerned, where agreed by local authority children's care or the police, and a declaration on whether the information will be referred to in any future reference. Such records will be retained at least until the employee reaches the normal pension age (or for a period of ten years from the date of the allegation, if this is longer).
- When providing employer references, MPW will not refer to any allegation or history of allegations where the allegation(s) have been proven to be false, unfounded, unsubstantiated or malicious. Factual information (not opinions) will be included in references, where an allegation has been substantiated.

17.13 Learning lessons

Throughout the investigation process into a safeguarding allegation about a member of staff and at the conclusion of a case, irrespective of whether the allegation is substantiated, the college will review the circumstance of the case to see if there are any improvements that can be made in its practice or policy which may prevent similar cases in the future. Such reviews will be conducted by the case manager in consultation with the LADO and will also consider how future investigations of a similar nature could be carried out more effectively, including any issues arising from any decision to suspend a member of staff, the duration of the suspension and whether or not the suspension was justified. The case manager will submit a report the Governing Body summarising the outcome of the review.

18 Low-level concerns

18.1 As part of a whole college approach to safeguarding, MPW seeks to promote a culture in which all concerns about all adults working in or on behalf of the college are dealt with promptly and appropriately. The purpose of the college's low-level concerns policy is to create and embed a culture of openness, trust and transparency in which our values and expectations of staff behaviour as set out in the Code of Conduct are constantly lived, monitored and reinforced by all staff.

18.2 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 has acted in a way that:

- Is inconsistent with the college's Code of Conduct, including inappropriate conduct outside of work; and
- Does not meet the allegation threshold (see 17.2) or is otherwise not serious enough to consider a referral to the LADO. If the college is any doubt as to whether the information shared about a member of staff meets the harms threshold, advice from the LADO will be sought.

NB: The term 'low-level' does not mean that the concern is insignificant; it simply means the behaviour does not meet the allegation threshold as defined in KCSIE.

- 18.3** Inappropriate behaviour can exist on a wide spectrum, from that which is inadvertent or thoughtless through to that which is ultimately intended to enable abuse. Examples of such behaviour could include but are not limited to: being overly friendly with students; showing favouritism; taking photographs of students on a personal device; engaging with a student on a one-to-one basis in a secluded area; or humiliating students.
- 18.4** Low-level concerns may arise in several ways and from a number of sources: for example, suspicion; complaint; or disclosure made by a student, parent or another adult within or outside the organisation; or as a result of vetting checks undertaken.
- 18.5** Staff are required to report any concerns and allegations about any adult (including a person employed by a supply agency or a contractor) to the Principal or the DSL. In the case of supply staff, and contractors their employers will be notified so any patterns of inappropriate behaviour can be identified. Where the concern relates to the Principal, it should be reported to the Chair of Governors. Such reports should be made without undue delay. Staff do not need to be able to determine whether their concern is a low-level concern or whether it meets the threshold of an allegation. This determination will be made by the Principal/Chair of Governors when the matter has been investigated.
- 18.6** The Principal or DSL will gather as much evidence as possible by speaking directly to the member of staff making the report (unless the concern has been raised anonymously), to the individual who is the subject of the concern, and to any witnesses. If the Principal is the subject of the concern, the Chair of Governors will act in a similar fashion. Full details of how low-level concerns will be investigated are set out in an annex to the Staff Code of Conduct.
- 18.7** A member of staff may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, a member of staff, for whatever reason, may have behaved in a manner which, on reflection, falls short of the standard set out in the Staff Code of Conduct. Under such circumstances, the member of staff should make a self-referral to the Principal or DSL as soon as possible. Doing so demonstrates transparency, facilitates effective management of the issue and can reduce the risks of misunderstandings and false allegations.
- 18.8** Full details of how the Principal (or nominated deputy) will go about investigating low-level concerns are set out in an annex to the Staff Code of Conduct. In brief, the Principal will collect as much evidence as possible by speaking directly to the person who raised the concern, the individual involved and to any witnesses.
- 18.9** All low-level concerns, including those determined to be unfounded, will be recorded in writing by the Principal or DSL. The record will include details of the concern, the context in which the concern arose, any actions taken and decisions reached (along with the rationale for them), and the eventual outcome. The name of the individual sharing their concerns will be noted. If the individual wishes to remain anonymous, then this will be respected as far as is reasonably possible. Records of low-level concerns are confidential and securely stored by the DSL in accordance with the Data Protection Act 2018 and the UK General Data Protection regulation until the individual ceases to be employed by the college.
- 18.10** Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in employment references provided by the college. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to.
- 18.11** Records of low-level concerns will be reviewed at least termly by the DSL, Principal and the Chair of Governors to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. Where a pattern of behaviour is identified consideration will be given to whether disciplinary procedures should be invoked, the matter should

be escalated to the LADO and, more broadly, whether existing policies need to be revised and/or additional training is required to address wider cultural issues and minimise the risk of recurrence in the future.

19 Arrangements for dealing with child-on-child abuse and allegations

19.1 Most instances of students causing harm to each other will be dealt with under the college's Anti-bullying and Behaviour Policies. However, all staff should be aware that safeguarding concerns can arise as a result of conduct by a student towards another (sometimes referred to as child-on-child abuse). This type of abuse can happen both inside and outside of college and online. Examples of students' conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between students – sometimes known as 'teenage relationship abuse';
- physical violence such as hitting, kicking, shaking, biting, choking, hair-pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking 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 to cause humiliation or distress. (Upskirting is now a criminal offence.)
- consensual and non-consensual sharing of nude and/or semi-nude images and/or videos (also known as sexting, or youth-produced sexual imagery); and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

19.2 It is more likely that girls will be victims and boys perpetrators of child-on-child abuse. Child-on-child abuse also often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

19.3 Students with Special Educational Needs or Disabilities are particularly vulnerable to child-on-child abuse.

19.4 A child or young person who is (or is perceived to be) lesbian, gay, bisexual or transsexual (LGBTQ+) may mean that they can be targeted by other children and subjected to harm because of this. This risk can be compounded where such students lack a trusted adult with whom they can be open. With this in mind, the college provides a number of 'safe spaces' for these children to speak out and share their concerns, including one-to-one pastoral meetings, counselling sessions and the Student Council.

19.5 Whilst sexual harassment and sexual violence are forms of child-on-child abuse to which the comments and measures below concerning awareness, education and reporting apply, their particular nature requires extra commentary, which is provided in section 20.

19.6 MPW has an important role in developing students' understanding of what constitutes child-on-child abuse and instilling behavioural norms that minimise the risk of it taking place. With this in mind, staff should be aware of the importance of:

- not assuming child-on-child abuse is not occurring because known cases are rare when it may in fact be that such abuse is occurring and are simply going unreported by students;
- always challenging abusive behaviours and enforcing the college's rules, which are explicit about the high standards of behaviour and courtesy the college expects;
- implementing in a consistent way its Behaviour Policy;
- being clear that sexual violence or sexual harassment is not acceptable, will **never be tolerated** and is not an inevitable part of growing up;
- not tolerating or dismissing any form of child-on-child abuse as 'banter', 'just having a laugh' or 'boys being boys' as this can lead to unacceptable behaviours, an unsafe environment for students and a culture that normalises abuse, leading to children being unwilling to report it; and
- implementing the college's anti-bullying strategy.

Other strategies in place to prevent the occurrence of child-on-child abuse include:

- providing developmentally appropriate PSHE lessons which develop students' understanding of acceptable behaviour. Themes covered in these lessons that are particularly relevant to child-on-child abuse include: consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships
- having systems in place to for any students to raise concerns with staff, knowing that that their concerns will be taken seriously and that they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe for those students identified as being potentially vulnerable.

19.7 If a student discloses that they or another student has been the victim of child-on-child abuse, the guidance for gathering and recording the information provided in Section 12 of this policy should be followed.

19.8 If an allegation of child-on-child abuse has been made the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria (i.e., where there is reasonable cause to suspect a student is suffering or is likely to suffer significant harm), the case will be referred to the local authority using the procedures set out in this policy. The college will take advice from children's social services on when and how to inform the student about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all students involved, including those accused of abuse. Further details on how cases of child-on-child abuse will be managed is contained in Part 5 of KCSIE (September 2025).

19.9 A student against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the college's policies on behaviour and discipline will apply.

19.10 If it proves necessary for a student to be interviewed by the police in relation to allegations of abuse, the college will ensure that, subject to the advice of children's social services, parents are informed as soon as possible and that an appropriate adult supports the student during the interview. If a student's parents are abroad, the student's educational guardian will be asked to support the student and to accommodate him or her if they have been suspended.

19.11 Both the victim and the perpetrator will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. The DSL, as part of these procedures, will produce a welfare risk assessment which will consider the needs of all those involved (victim, perpetrator and other students at the college) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment, appropriate weight will be given to: the wishes of the victim; the nature of the alleged incident; the ages of those involved; whether the incident was an isolated one or part of a pattern; any power imbalance between the victim and perpetrator; any ongoing risks to the victim and other students; and any relevant contextual

factors. Children's social services will independently risk assess the situation and any report produced by them will be used to inform and update the college's own risk assessment which, in any event, will be reviewed on a regular basis.

20 Child-on-child sexual harassment and sexual violence

20.1 Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Behaviour outside the normal range is called harmful sexual behaviour (HSB) because it is harmful to others or the student themselves. HSB can occur online and/or face-to-face. (For a table that presents key features of the continuum, please see Appendix 8.)

Central to determining whether sexual behaviour between children can be considered harmful is the age and development of those involved. For example, sexual behaviour can be considered harmful if one of the children is much older, particularly if there is more than two years' difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child if they have power over them; for example, if the older child is disabled or smaller in stature. For some there may be a link between viewing online pornography and subsequent HSB.

HSB can escalate over time. Early intervention when inappropriate behaviour is identified can help prevent problematic, abusive and/or violent behaviour in the future. It should be noted that the majority of young people displaying HSB do not become sexual offenders as adults.

20.2 Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline and both inside and outside of college. 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. Sexual harassment can take a wide variety of forms:

- Sexual comments, such as: telling sexual stories, making lewd comments or sexualised remarks about a person's clothes or appearance, using sexualised names, sexual jokes or taunting, etc.
- Physical behaviour, such as deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts etc), pulling down trousers, upskirting, displaying pictures, drawings or photos of a sexual nature.
- Online sexual harassment, such as non-consensual sharing of images and videos (nudes and semi-nudes), sharing unwanted explicit content, sexualised online bullying, unwanted sexualised comments and messages, sexual exploitation and coercing others into sharing images of themselves or performing acts they are not comfortable with online.

20.3 Sexual violence includes acts such as sexual assault, assault by penetration, rape and causing someone to engage in sexual activity without consent (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party). A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity.

20.4 Sexual harassment and sexual violence can occur between students of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, students with SEND, and LGBTQ+ students are more likely to be victims of these types of abuse. Evidence shows that boys are more likely to be perpetrators and girls to be victims. Young people who are victims of sexual harassment and sexual violence will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

20.5 Students may not find it easy to tell staff about their abuse verbally. They can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example,

a friend may make a report, or a member of staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong.

20.6 All staff will be trained to manage a report of child-on-child sexual violence and sexual harassment. It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual harassment or sexual violence. Nor should a victim ever be made to feel ashamed for making a report, or their experience minimised. It is also important to emphasise that the law is in place to protect children and young people rather than criminalise them.

20.7 Section 12 of this policy provides general guidance for listening to students and record-keeping. Effective safeguarding practice in the context of claims of sexual harassment or sexual violence further requires the following:

- If possible, reports should be managed with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a Deputy).
- Where the report includes an online element, staff should know and following the [searching, screening and confiscation advice \(for schools\)](#) and [UKCIS advice on sharing nudes and semi-nudes](#). **The key consideration is for staff not to view or forward illegal images of a child.** The UKCIS advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.
- The recognition that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so students may not be able to recall all details or timeline of abuse.

20.8 The college will respond appropriately to all reports and concerns about sexual harassment and/or sexual violence both online and offline, including those that have happened outside of the college. The DSL/DDSLs are likely to have a complete safeguarding picture and be the most appropriate people to inform the college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed*;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed;
- the ages and developmental stages of the children involved;
- any power imbalance between the children (e.g., whether the alleged perpetrator(s) is/are significantly older, more mature and confident);
- whether the victim has a disability or learning difficulty;
- whether the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- if the sexual harassment or sexual violence took place within an intimate relationship between those involved;
- the risk of intra-familial harms and the need for siblings to be supported following an incident;
- whether there are ongoing risks to the victim, other children, adult students or college staff;
- and other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

**Note: The victim of sexual harassment or violence may ask the college not to tell anyone but the DSL has to balance the victim's wishes against their duty to protect the victim and other students in the college. The general rule of thumb is that if a student is at risk of harm, is in immediate danger or has been harmed, a referral to*

local authority social care should be made. Rape, assault by penetration and sexual assaults are crimes and must therefore be reported to the police.

20.9 The DSL will reach a judgement about which of the following four ways is the most appropriate for handling the case:

- Internal management: handled entirely within the college.
- Early help: where the students concerned do not require referral to statutory services but may benefit from assistance from an external agency.
- Local authority children's social care: where a child has been harmed, is at risk of harm, or is in immediate danger.
- Report to the police: in addition to the above, where the seriousness of the concern merits it.

In all but the first circumstance, how the case is managed will be determined in conjunction with the local authority MASH (Multi Agency Safeguarding Hub) team and/or the police. MPW will follow the guidance as set out in detail in KSCIE (2025), Part 5.

20.10 The college will do all that it reasonably can to protect the anonymity of students involved in any report of sexual harassment or sexual violence. Amongst other things, this will mean carefully considering which staff should know about the report and any support that will be put in place for those involved.

20.11 Risk and needs assessments are integral to the management of most cases of sexual harassment and all cases involving sexual violence. These assessments must be formulated on a case-by-case basis and should be conducted **immediately** once an incident comes to light rather than waiting for the outcome (or even the start) of a local authority children's social care and/or police investigation. Where sexual violence is alleged to have occurred the risk and needs assessment should consider:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the college, especially any actions that are appropriate to protect them from the alleged perpetrators
- The time and location of the incident, and any action required to make the location safer

Risk assessments will be recorded in writing and kept under regular review by the DSL to ensure the risk mitigation measures that have been put in place are effective and reflect changing circumstances. It is highly likely that these risk assessments will be informed by assessments made by social workers and/or sexual violence specialists.

20.12 Where a report has been made to the police, the college will seek their advice and agree what information can be disclosed to staff and others, in particular the alleged perpetrators and their parents. Central to this discussion will be how the victim can best be protected. Thereafter the DSL will continue to work closely with the police (and any other agencies as required) and keep up to date with how any investigation is progressing. The fact that another body is investigating or has investigated an incident does not necessarily prevent the college from coming to its own conclusion, on the balance of probabilities, and imposing a sanction accordingly. However, the college will consider if, by taking any action, an external investigation and/or any subsequent prosecution could be compromised. There may also be circumstances in which it would be unreasonable or irrational to reach its own view about what has occurred while an independent investigation is ongoing. The college will be guided by the police and/or local authority children's social care when making this decision.

- 20.13** Where allegations of sexual harassment or sexual violence are contested there can be lengthy delays before the criminal process is complete. In such circumstances, a determination made will need to be made on a risk assessment basis as to whether it is viable for both the victim and alleged perpetrator to continue their education at the college. Consideration will be given to: stress and trauma to the victim; the potential for the suspected person to intimidate the victim or witnesses; and the need to protect the rights of the alleged perpetrator to education, privacy and family life. The decisions taken must be proportionate to the alleged offence and balance the rights of the victim and perpetrator(s) and will be guided by advice provided by children's social services and the police.
- 20.14** Not all cases reported to the police are progressed and those that are may result in a not guilty verdict. The fact that an allegation was withdrawn or could not be substantiated does not necessarily mean that it was unfounded. Under these circumstances, the college will discuss with the victim how the situation is to be managed and ongoing support will be provided to them and the alleged perpetrator(s).
- 20.15** Where a criminal investigation into sexual harassment or sexual violence leads to a conviction of caution, the college will, if it has not already done so, consider what sanctions it wishes to impose in line with its behaviour policy. The sanction imposed will be proportionate to the offence and the circumstances in which it took place. Proven cases of rape and assault will constitute a serious breach of discipline and are highly likely to result in the permanent exclusion of the perpetrator(s). Where an offence justifies a lesser sanction, consideration will also be given to how best to keep the victim and perpetrator(s) a reasonable distance apart on college premises (including during before and after college-based activities) and on transport to and from college. Any arrangements will take account of the wishes of the victim and will be discussed with their parents and those of the perpetrator(s). Support arrangements will be put in place for both the victim and the perpetrator(s).
- 20.16** Sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Where students have a health need arising from sexual assault or abuse, the college will assist them in gaining access to suitable specialist support services.
- 20.17** If a report of sexual violence or sexual harassment is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if disciplinary action should be taken against the student who made the allegation and/or whether a referral to local authority children's social care is appropriate.

21 Other safeguarding arrangements

21.1 Mental health

All staff should also 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. Staff, however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where young people 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, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by raising the issue with the DSL, who may in turn contact an appropriate external agency. **Teaching students to keep themselves safe**

The college has an important role to play in preventative education to prepare students for life in modern Britain and to create a culture of zero tolerance towards behaviours such as sexism, misogyny/misandry, homophobia,

biphobia and sexual violence/harassment. This culture is underpinned by the college's behaviour policy and pastoral support systems. The framework for educating students about these and other issues pertaining to wellbeing is provided by the statutory guidance Relationships Education, Relationships and Sex Education and Health Education (2019). This guidance requires the following topics to be taught in age- and developmentally-appropriate ways: healthy and respectful relationships; boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; recognising abusive relationships; sexual harassment and sexual violence; concepts of, and laws relating to, sexual consent, sexual exploitation, grooming, coercion, rape, harassment, domestic abuse and honour-based violence.

The principal means by which these topics are covered is via regular timetabled PSHE lessons but this provision is reinforced, where appropriate, in lessons for other subjects, assemblies, year-group seminars and in individual pastoral meetings with Personal Tutors. Staff are also aware of the ongoing need to promote fundamental British values (FBV) as a means of building resilience to the risks of radicalisation. A range of written and online resources are also provided to students when they join the college (Student Handbook and Acceptable Use of IT Policy) and these are also available on the SharePoint. Students are specifically taught how to identify risks and how to modify behaviour to mitigate these risks.

21.2 Children who are gay, lesbian, bisexual, or gender questioning

Being gay, lesbian, bisexual is not in itself an inherent risk factor for harm. However, children who identify as gay, lesbian, or bisexual – or are perceived to be – may be vulnerable to bullying or targeted behaviour from others. This vulnerability can exist regardless of whether the perception is accurate. Risks can be compounded where children lack trusted adults with whom they can be open. The college works hard to ensure students feel valued, supported and have the confidence to seek help if they have concerns.

When supporting a gender-questioning student, the college will take a cautious approach as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder. This will usually involve working in partnership with parents except in rare circumstances where to do so would constitute a significant risk of harm to the student.

21.3 Online safety

The widespread use of digital communications technologies, such as personal mobile devices and the internet, presents students with a host of opportunities for learning, participation, creativity and self-expression. At the same time, it allows them to access and transmit harmful content along with being a means to harass and bully their peers. The age range of our students means that we are able to allow them to bring mobile devices to college. However, students are not allowed to use mobile devices within lessons and in the libraries but their use is otherwise permitted within the college buildings. Students who use the college's Wi-Fi must login with their MPW details and thereby register their phones. The college has a range of filtering systems in place to keep students safe when accessing the internet via, and usage is also monitored (see the college's Acceptable Use of IT Policy and E-safety Policy for further details). The college recognises, however, that students may use their 3G/4G/5G connection and bypass its filters. This means that some students could, whilst at college, potentially use these devices to bully, control or sexually harass, share indecent images, view and share pornography and other harmful content. MPW employs a range of strategies to promote an understanding of online risks and to discourage misuse:

- exploring e-safety in detail via the curriculum and pastoral events;
- ensuring systems are in place to facilitate early disclosure of potentially harmful online incidents;

- providing information to parents about how the college uses filters and monitors online use and, more generally, to promote understanding of the varied and evolving nature of online risks; and
- informing students (and their parents) of the online activity that will be expected of them as members of the college: the websites they will be expected to access (Teams and/or SharePoint) and how and with whom they will interact online (e.g., email or Teams meetings with their DoS).
- deterrence through the use of robust sanctions against those found to have abused others online.

In our policies and guidance for students, we follow the “4Cs” classification of areas of risk regarding online safety:

1. **Content:** Being exposed to illegal, inappropriate or harmful online content such as spam, pornography, fake news, substance abuse, violence, misogyny, anti-Semitism, racism, radicalisation and extremism, misinformation or disinformation (including fake news), conspiracy theories, and lifestyle sites that promote anorexia, self-harm or suicide.
2. **Contact:** Being subjected to harmful online interaction with other users. Examples include: peer-to-peer pressure, exposure to viruses and malware, anonymous online chat sites, cyber-bullying commercial advertising, personal data or identity theft, cyber-stalking, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
3. **Conduct:** Personal online behaviour that increases the likelihood of being harmed oneself or causing harm to others. Examples include: threats to health and wellbeing, such as gaming or social network addiction; online disclosure of personal information and ignorance of privacy settings; online bullying; making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images); and illegal conduct, including hacking, plagiarism, and copyright infringement of digital media, such as music and film.
4. **Commerce:** Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The DSL retains overall responsibility for online safety within the college but the day-to-day operation and implementation of the college’s online safety policy is delegated to the college’s online safety officer, Simon Baldwin.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the college will ensure that filters and appropriate monitoring systems are in place, including when generative AI is being used. However, the college will try and ensure that “over blocking” does not lead to unreasonable restrictions as to what students can be taught with regard to online teaching and safeguarding.

The college recognises that some of its older students may have access to electronic devices that are 3G/4G/5G enabled that potentially could enable them to bypass its filters. This access means such devices could be used to bully, control or sexually harass, share indecent images, view and share pornography and other harmful content. With this in mind, the college employs a range of strategies to promote an understanding of online risks and to discourage misuse:

- clear policies on e-safety and acceptable use of ICT
- exploring e-safety in detail via the curriculum and pastoral events;
- ensuring systems are in place to facilitate early disclosure of potentially harmful online incidents;
- providing information to parents about how the college uses filters and monitors online use and, more generally, to promote understanding of the varied and evolving nature of online risks;

- informing students (and their parents) of the online activity that will be expected of them as members of the college: the websites they will be expected to access; and how and with whom they will interact online; and
- deterrence through the use of robust sanctions against those found to have abused others online.

21.4 Mobile phones and cameras

Mobile phones should not be used when supervising or teaching students except in cases of emergency or for the completion of electronic class registers. Images of students must not be taken or stored on any personal mobile phone. The college provides mobile phones for trips and cameras for taking photographs when necessary. If a phone is to be used for college blogs or social media whilst on educational visits, permission must be obtained from the Principal and reference to their use and subsequent safety of data must be referred to in the trip risk assessment.

Photographs and videos are taken of students by staff for a variety of purposes, including displays of work/activities, personal records of achievement and for the college website and newsletter. By signing the Student Code of Conduct, students give permission for photographs and videos of them to be used for educational promotional purposes. We recognise that all students have the right to privacy and the Student Code of Conduct states that if they object to their image being used, they may ask that college does not do so by submitting a request in the form of an email to their Personal Tutor. The DSL will ensure that all staff are aware of the names of students who may not be photographed or where there is limited consent. Images of students on the website will not be named. Images may only be captured on college cameras and the images may only be stored on those cameras and on the college's password-protected computers. Once images have been transferred from a camera onto a computer the images should be deleted from the camera immediately. Additional copies may be stored on flash drives, but these must be stored securely in a locked cupboard. Images must not under any circumstances be transmitted by staff to other individuals over the internet.

When taking photographs or recording video footage, staff should have regard to the following guidance:

- all students must be appropriately dressed
- images that only show a single student with no surrounding context should be avoided: photographs of three or four students are more likely to include the learning context
- use photographs that represent the diversity of students participating
- do not use images that are likely to cause distress, upset or embarrassment
- do not use images of a student who is considered vulnerable, unless a parent has given specific written permission

The SLT will review (at least annually), stored images and delete unwanted and out-of-date material.

Parents should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child or children. They are also reminded that publication of images (including on personal social networking sites even where access to the image may be limited) may be unlawful. Staff should monitor the use of cameras at these events and ask anyone behaving inappropriately to desist from using them.

21.5 Risk assessment

The college recognises that the evaluation of risks and putting in place measures to mitigate those risks contributes to promoting the welfare and protection of students. Risk assessments may pertain to the whole college, to specific curricular or extra-curricular activities that have hazards associated with them, or to individual students or staff. The procedures for conducting, recording and monitoring risk assessments are set out in full in the college's Risk Assessment Policy.

Day to day responsibility for producing risk assessments under this policy is delegated to the DSL who has been trained carry out this particular type of assessment.

21.6 Staff recruitment

The college is committed to safer recruitment processes. Members of teaching and non-teaching staff at the college, including part-time staff, temporary and supply staff, and visiting staff such as musicians and sports coaches are subject to the background checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE. For most appointments, an enhanced DBS check with 'barred list' information will be required. At least one member of any staff recruitment panel will have had Safer Recruitment training. The college's separate Recruitment, Selection and Disclosure Policy contains further details about how the process of staff recruitment is conducted.

21.7 Children absent or missing from education procedures

All staff are aware that children being absent, as well as missing, from education for prolonged periods and/or on repeat occasions is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. The college has clear procedures in place for following up on unexplained absences and/or persistent absences from education, where necessary, reporting to the Local Authority any student who fails to attend college regularly or is missing from college for more than 10 school days (continuous). The procedure includes the requirement to record any incident, the action taken and the reasons given by a parent for the student for being missing. Attendance registers are carefully monitored to identify any trends and action will be taken in accordance with the college's attendance policy if any absence of a student gives rise to concern.

Children missing from education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. The college has a legal duty to inform the Local Authority if a student is to be removed from the roll at a non-standard transition point; i.e., where a compulsory school-aged student leaves the college before completing the college's final year. When this notification is made the following information has to be provided by the college: full name of the student; name, address and telephone number of the parent the student lives with; details of any new address for the child and parent; the name of the student's destination school or college and expected start date; and the basis on which the student is being removed from the college's admissions register. The principal grounds for removal are where the student:

- Has been taken out of college by their parents and the college has received written notification from the parent that they are being educated outside the school system
- Has ceased to attend school and no longer lives within reasonable distance of the college
- Has been certified by a physician as unlikely to be in a fit state of health to attend college
- Has been in custody for a period of more than four months due to a final court order and the Principal does not reasonably believe they will be returning to the college at the end of that period
- Has been permanently excluded

The college is also legally required to notify the Local Authority within five days of adding a student's name to the admissions register at a non-standard transition point. The notification includes all the details contained in the admissions register for the new student; specifically, their full legal name and the name normally used in school; sex; the start date; the address of the student; name and address known to be a parent of the student (and an indication of which parent the student normally lives with and which parents hold parental

responsibility); address of new or additional places of residence; at least one contact telephone number at which the parent can be contacted in an emergency*; date of birth; name and address of last school attended (if any); and details of whether they are a boarder or a day student.

**Note: In line with KCSIE 2025, it is the college's policy to hold a minimum of two emergency contacts for each student.*

21.8 Elective home education

Where a parent expresses their intention to remove a student from MPW in order for them to be home educated, the college will work with the relevant local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision is made. This is to ensure that parents have considered what is in the best interests of their child. This will be particularly important where a child has SEND, is vulnerable, and/or has a social worker.

21.9 The Prevent Duty

All colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. There are five specific elements to MPW's approach to meeting the statutory requirements imposed by the Prevent duty. In summary these are:

- Risk assessment – working with the Local Authority, who provide contextual information about the area, the college assesses the risk of students being drawn into terrorism, including extremist ideologies
- Working in partnership – liaising closely with the CPSPB to ensure students requiring support are referred at a suitably early stage
- Staff training – enabling staff to identify students at risk of being drawn into terrorism and to challenge extremist ideas
- IT policies – to provide guidance to students as to how to stay safe online (see the college's Acceptable Use Policy) and set out the filtering and monitoring mechanisms in place.
- Curriculum - to develop students' awareness of the ways people can become drawn into extremism and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

MPW's Prevent Policy contains further details about how the college fulfils the statutory requirements imposed by the Prevent Duty.

21.10 Visiting speakers

Any student or member of staff who wishes to invite a speaker to address students must provide details of the individual to the SLT in order that they may carry out a vetting procedure. The event organiser or, if the organiser is a student, a member of the SLT, will undertake a search via the internet to research the background of the individual and consider taking up references from other schools at which they have spoken at in the past. The event organiser should also consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances, the event will not be allowed to proceed.

It is not necessary to undertake a DBS check on every speaker. In cases where specific vetting checks are not prescribed by KCSIE, the visiting speaker will be accompanied at all times by a member of staff to ensure there is no unsupervised access to students. However, if a DBS check is deemed necessary, the appropriate details will be recorded on the college's SCR.

21.11 Confidentiality and information sharing

The college will keep all child-protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The college is not required in all circumstances to gain consent for such information to be shared. For example, it would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected for the college to gain consent; and, if to gain consent would place a child at risk. The college will co-operate with police and children's social services to ensure that all relevant information is shared for the purposes of child-protection investigations.

Where a student who is subject to a child-protection plan is moving to another school, the DSL will ensure their child-protection file is securely transferred as soon as possible and within five days for an in-year transfer or within the first five days of the start of a new term to allow the new school to have support in place when the child arrives. This file will be transferred separately from the main student file to the DSL at the new school and confirmation of safe receipt will be obtained. The DSL should also consider if it would be appropriate to share any information with a new school in advance of a student leaving: for example, information that would allow the new school to continue supporting victims of abuse and have support in place for when the student arrives. Where allegations have been made against staff, the college will consult with the LADO and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom.

Information sharing is essential in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their education. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Information that is relevant to safeguarding is regarded as 'special category personal data' and as such can be shared securely on a need-to-know basis. Further non-statutory guidance [Information Sharing](#) was published by the Government in May 2024. See Appendix 4.

21.12 Whistleblowing

All staff are required to report to the Principal any concerns about:

- poor or unsafe safeguarding practices at the college;
- potential failures by the college or its staff to properly safeguard the welfare of students; or
- other wrongdoing in the workplace that does not involve the safeguarding and welfare of students.

If the member of staff feels unable to raise their concern with the Principal (or a member of SLT) or if they believe any concern has not been dealt with, they should contact the CEO. The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally (see section 1 for contact details). Any member of staff can whistleblow without fear of detriment (retribution or disciplinary action), provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence. (See the college's Whistleblowing Policy)

21.13 College premises, security and visitors

- The college will take all practicable steps to ensure that all college buildings are as secure as circumstances permit. The college buildings (Brookside and Panton Street) have CCTV cameras at their main entrances and other locations. Staff and students need to use their staff or student cards as swipe cards to gain access to college buildings.
- All staff are identified by photo ID cards worn at all times during college-related activities and duties. An electronic Visitors' Book is kept at Reception. All visitors must sign in on arrival and sign out on departure and

are escorted whilst on college premises by a member of staff. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the college's premises.

21.14 Use of college premises for non-college activities

The college may hire or rent out facilities to organisations, both during term time and the holidays. Where activities and courses are provided by the college (such as for Easter revision courses), this policy and all other arrangements for child protection will apply. Where services or activities are supplied by another organisation, the college will seek reassurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed), regardless of whether or not the students who make use of these services or activities are on the college roll. This requirement forms part of any lease or hire agreement made with third parties and failure to comply with this will lead to the termination of the contract or agreement.

The college will ensure that the DSL or DDSL can be contacted and/or is available at all times the college premises is in use, whether that activity is a college or non-school college activity.

21.15 Alternative provision

If MPW places a student with an alternative provider, the college continues to be responsible for the safeguarding of that student and will take all reasonable steps to ensure that the placement meets the student's needs. These will include obtaining written confirmation from the alternative provider that appropriate safeguarding recruitment checks have been carried out on individuals working at their establishment and that they will inform MPW of any arrangements that may put the child at risk. The college will also keep records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. Reviews of provision will be conducted at least on a half-termly basis to ensure the child is attending, the placement continues to be safe and meetings the child's needs.

21.16 Monitoring this Policy

- Any child protection incidents at the college will be followed by a review of the safeguarding procedures in the college and a report to the governors. Where an incident involves a member of staff, the LADO will be asked to assist in this review, to determine whether any improvements can be made to the college's procedures. The DSL will monitor the content and operation of this policy and present an annual report to the Board of Governors.
- The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Senior Leadership Team meetings. In addition, the DSL will present a monthly report to the governors, as part of the Principal's Report.
- The MPW Board will undertake an annual review of the policy and implementation of its procedures including good co-operation with local agencies and of the efficiency with which the related duties have been discharged. The governors will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding.
- Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

21.17 Other relevant policies

The following policies and documents should be read in conjunction with this policy:

- Anti-Bullying Policy
- Health and Safety Policy
- Attendance Policy

- Educational Visits Policy
- Recruitment, Selection and Disclosure Policy
- Staff Code of Conduct (with Low-Level Concerns Annex)
- Policy for Promoting Good Behaviour
- Cyber-bullying Policy
- E-Safety Policy and ICT Acceptable Use Policy
- Whistleblowing Policy
- Supervision Policy
- Missing Student Policy
- Transgender Policy
- Storage and Administration of Medicines Policy
- Prevent Duty Policy
- Relationships and Sex Education Policy
- Risk Assessment Policy
- Independent Person Policy
- Educational Guardianship Policy

Appendix 1: Other types of abuse

- **Child abduction and community safety incidents:** child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. The most common form of abduction is by a parent or family member and often occurs in the wake of an acrimonious separation or divorce where there is a dispute over custody arrangements. Abduction by strangers is much rarer. There are a variety of reasons why strangers abduct children, including:
 - Sexual interest in the child by the offender
 - Offender's desire to control, dominate, and cause harm to the child and /or a child's family
 - Emotional/mental health issues
 - Financial motives where the abductor intends to profit from the abduction by demanding a ransom or by trafficking the child (see sections on child sex exploitation, child criminal exploitation and modern slavery below)

Other community safety incidents in the vicinity of a college can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

- **Children absent and/or missing from education:** All children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child going missing from education can act as a vital warning sign of a range of safeguarding possibilities. These 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 (FGM), 'honour'-based abuse or risk of forced marriage.

The college will report to the Local Authority instances of unexplainable and/or persistent absence, or a student being removed from the college roll under the circumstances outlined in KCSIE. In cases where a student has a prolonged period of authorised absence for a reason such as long-term illness, the college will be proactive in terms of providing support to both the parents and the student.

- **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):** Both CCE and CSE are forms of abuse that occur when 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. This may be done (a) in exchange for something the victim needs or wants (for example, food, drugs, alcohol money or affection) and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) through violence or threat of violence. An imbalance of power is commonly associated with age difference, but it can also be due to a range of other factors including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic and other resources.

Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. More detailed definitions of CCE and CSE are given below:

- **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. 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 being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or being forced or manipulated into threatening/committing serious violence to others.
- **CSE** 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. CSE 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 the threat of violence. The victim (male or female) 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. 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).
- **County lines:** "County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten the abduction of and/or serious violence towards victims (and their families) if they attempt to leave the county lines network. If a child is suspected to be at risk or involved in county lines, a safeguarding referral should be considered (via the National Referral Mechanism) alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.
- **Children and the court system:** Children are sometimes required to give evidence either as witnesses in the criminal courts or as part of family court procedure. This can be stressful and may reflect existing conflict and difficulties in the family. Staff members should be aware that any child who is involved in the court process may be at risk of a particular safeguarding issue. The Ministry of Justice has produced age-appropriate guides for children who may have to give evidence in the criminal courts.
- **Children with family members in prison:** Children with a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders provides information designed to support professionals working with offenders and their children to help mitigate the negative consequences for those children.
- **Cybercrime:** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:
 - unauthorised access to computers (illegal 'hacking');

- Denial of Service (DoS) or Distributed Denial of Service (DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

Children with skill and an interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a Deputy), should consider referring them to the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

- **Domestic abuse:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents involving: physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour, economic abuse; psychological, emotional or other abuse and includes where they see, hear or experience its effects. For the definition to apply, both parties must be aged 16 or over and personally connected. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status sexuality or background. Domestic violence can take place inside or outside the home.

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 impact on children's health, wellbeing, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

When young people experience domestic abuse within their own intimate relationships, this is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators offered support.

- **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 is where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as ways to coerce a person into marriage. Since February 2023 it is also a crime to carry out any whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.
- **Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare. The DSL and deputies are aware of both contact details of and referral routes into the local housing authority so that they can raise and/or 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. 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 be recognised that some 16-and 17-year olds may be living independently (for example, having being excluded from the family home) and will require a different level of intervention and support. Children's services will be the lead agency for those young people and the DSL or deputy should ensure appropriate referrals are made based on the student's circumstances.

- **Honour-based abuse (HBA).** So-called 'honour-based' abuse (HBA) encompasses 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. All forms of HBA are abuse, are illegal in the UK (regardless of the motivation) and should be handled and escalated as such.

- **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. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

All staff must be aware of the law requiring tutors to report cases 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 aged under 18. The duty to report resides with the tutor who becomes aware of the case not the DSL, although the DSL should be informed unless the tutor has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.

- **Modern slavery:** Modern slavery encompasses human trafficking and slavery, servitude, forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. The [modern slavery statutory guidance](#) provides more information on how to identify and support victims.
- **Radicalisation and extremism:** "Radicalisation" refers to the by which is a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups. "Terrorism" is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property, or seriously interferes with 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. "Extremism" is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces, whether in this country or overseas. Extremist views may result in terrorist activity. The use or threat of terrorist activity must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There are various reasons why a young person might become interested in extremism:

- a search for answers to questions about identity, faith and belonging
- a desire for 'adventure' and excitement
- a desire to enhance self-esteem of the individual and promote 'street cred'

- the discovery of, and identification with a charismatic individual and, through them, attraction to a group which can offer a sense of identity, a social network and support
- a sense of grievance that can be triggered by personal experiences of racism or discrimination

The college has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Young people at risk of radicalisation may display different signs or seek to hide their views. College staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL.

On the basis of this information the DSL may conclude that a referral to the Channel Programme is appropriate. 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. It is run in every local authority and addresses all kinds of extremism, including those related to Islamism or the extreme-right. The support provided could include assistance with education or employment, and ideological mentoring to provide vulnerable individuals with skills to protect themselves from being drawn into extremism. An individual's engagement with the programme is entirely voluntary at all stages.

- **Serious violence:** 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 and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment, and/or having been involved in criminal activity such as theft or robbery.

- **Sharing nudes and semi-nudes.** The term 'sharing nudes and semi-nudes' refers to the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. It is also known by the names 'youth-produced sexual imagery' or 'sexting'. While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images both in terms of the law (Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child's wellbeing if images are shared more widely than they originally intended.

Creating and sharing sexual photos and videos of under-18s is illegal. Also, consensual and non-consensual sharing of nude or semi-nude images and/or videos can be an indicator that children are at risk. Consequently, a member of the DSL team should be notified as soon as possible if an incident comes to light in which a student under the age of 18:

- has created and shared sexual imagery of themselves with a peer under the age of 18;
- has shared sexual imagery created by another person under the age of 18 with another person; or
- is in possession of sexual imagery created by another person under the age of 18.

Management of an incident. Any direct disclosure by a student should be taken seriously. Students who make such disclosures are likely to be embarrassed and worried about the consequences. Typically, they will have tried to handle the problem themselves and they will consider notifying a member of staff as a last resort. Given the potential seriousness of the situation, the DSL must be informed as soon as possible. The DSL will conduct an initial review, which will include meeting relevant staff and the students, to consider:

- whether there is an immediate risk to any child or young person;
- if a referral should be made to the police and/or local authority children's social care;
- if it is necessary to view the image(s) in order to safeguard the student – **in most cases, images or videos should not be viewed**;
- what further information is required to decide on the best response;
- whether the image(s) has been shared widely and via what services and/or platforms;
- whether immediate action should be taken to delete or remove images or videos from devices or online services or to confiscate the device used (if possible);
- any relevant facts about the student involved which would influence the DSL's risk assessment; and
- whether to inform the parents or whether involving them would put young person at risk of harm.

Viewing the Imagery. Staff **must not** ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. If a device is confiscated, it should be turned off and locked away securely until it is passed on to the DSL or an external agency such as the police. Staff must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so. The decision to view any imagery should be based on the professional judgement of the DSL. Imagery should never be viewed if the act of viewing will cause significant distress or harm to those involved. The DSL must further be satisfied that it is the only way to make a decision about whether to involve other agencies, i.e. that it is necessary (i) to contact a reporting agency (such as the [IWF](#)) to have it taken down; or (ii) to support the student or parent in making a report; or (iii) or that is unavoidable because the student has shown it directly to a staff member or because the imagery has been found on college equipment. Along with our own Safeguarding and Child Protection procedures, the college will follow the advice given in [Sharing nudes and semi nudes: advice for education settings working with children and young people \(December 2020\)](#).

Referral. Once the DSL has sufficient information, a decision will be taken over whether the matter should be dealt with internally or referred to local authority children's social care and /or the police. The DSL will be informed by the need to ensure the welfare and protection of the student. Records will be kept of the information available and the rationale for any decisions taken.

A referral will always be made to children's social care and/or the police immediately, if:

- the incident involves an adult.
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent
- what you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- the images involve sexual acts and any child or young person in the images or videos is under 13

- you have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, they are presenting as suicidal or self-harming).

If none of the above apply, the college may decide to respond to the incident without involving the police or children's social care.

Support. It is vital that continuing support be given to the student so that they know they are not alone. Students must be advised on how to report sexual images or videos, how to get them taken down and how to delete them from their accounts. Students must also be made aware of the importance of not sharing the image further. Most online service providers offer a reporting function for account holders and some offer a public reporting function to enable a third party to make a report on behalf of the child or young person. Students can use the [IWF](#) and [Childline's Report Remove tool](#) to report images and videos they are worried have been, or might be, shared publicly.

Deletion of imagery. If the college decides that other agencies do not need to be involved, then consideration should be given to deleting nudes and semi-nudes from devices and online services to limit any further sharing. In most cases, students should be asked to delete the imagery and to confirm that they have deleted them. Any decision to search a student's device and delete imagery should be based on the professional judgement of the DSL.

Recording incidents. All incidents relating to nudes and semi-nudes being shared need to be recorded. This includes incidents that have been referred to the police or to local authority children's social care and those that have not been reported. Copies of imagery should not be taken.

Appendix 2: Further information on signs of abuse

Physical abuse

Physical signs	Behavioural signs
• Unexplained bruises and welts on the face, throat, arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument • Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks • Scald marks: immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks, which may suggest hot water has been thrown over a child • Human bite marks • Broken bones	• Behavioural extremes (withdrawal, aggression or depression) • Unbelievable or inconsistent explanations of injuries • Fear of parents being contacted • Flinching when approached or touched • Truancy or running away from home

Emotional abuse

Physical signs	Behavioural signs
• Eating disorders, including obesity or anorexia • Speech disorders (stammering) • Nervous disorders (rashes, hives, facial tics, stomach aches)	• Fear of parent being approached • Fear of making mistakes • Developmental delay in terms of emotional progress • Cruel behaviour towards children, adults or animals • Self-harm • Behavioural extremes, such as overly compliant/demanding, withdrawn/aggressive, listless/excitable

Sexual abuse

Physical signs	Behavioural signs
• Torn, stained or bloody underclothes • Pain or itching in genital area • Bruises or bleeding near genital area or anus • Sexually transmitted infections • Pregnancy • Discomfort when walking or sitting down	• Self-harm • Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level • Sudden or unexplained changes in behaviour • Avoidance of undressing or wearing extra layers of clothing • Truancy • Regressive behaviours (bed-wetting or fear of dark)

Neglect

Physical signs	Behavioural signs
• Height and weight significantly below age level • Poor hygiene (lice, body odour etc)	• Erratic attendance at college • Chronic hunger or tiredness

• Inappropriate clothing for weather conditions • Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites) • Constant hunger, sometimes stealing food from others	• Having few friends • Assuming adult responsibilities
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Child sexual exploitation

Physical signs	Behavioural signs
• Tiredness or mood swings • Bruising • Sexually transmitted diseases • Pregnancy	• Sudden decline in college performance, punctuality, attendance • In possession of expensive goods • Going to place they cannot afford • Age-inappropriate clothing • Inappropriate sexualised behaviour • Secretive • Deterioration in mental wellbeing • Mixing with older people • Misuse of drugs and alcohol

Child criminal exploitation and county lines

Physical signs	Behavioural signs
• <i>See sections on physical and sexual abuse</i> • Carrying weapons • Have been the victim or perpetrator of serious violence (e.g., knife crime) • Exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection • Found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity; owe a 'debt bond' to their exploiters • Have their bank accounts used to facilitate drug dealing	• Self-harming • Persistently going absent from college or home and/or being found out of area • Deterioration in mental wellbeing • Unexplained acquisition of money, clothes or mobile phones • Excessive receipt of texts/phone calls and/or having multiple handsets • Relationships with controlling older individuals or groups • Significant decline in college performance • Gang association or isolation from peers or social networks • Involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

Female genital mutilation

Physical signs	Behavioural signs
• Difficulty walking, sitting or standing • Bladder or menstrual problems	• Abroad for a prolonged period • Unusual behaviour after a period of absence

• Severe pain and bleeding • Infections such as tetanus, HIV and hepatitis B and C	• May talk of a 'special procedure' or 'special occasion to become a woman' • Spending longer periods in the bathroom • Reluctance to undergo normal medical examinations
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Forced marriage

Physical signs	Behavioural signs
• Cut or shaved hair as a form of punishment for being disobedient	• Absence from college • Failure to return from visit to country of origin • Self-harm or attempted suicide • Running away from home • Early marriage of siblings • Sudden announcement of engagement to a stranger

Grooming

Physical signs	Behavioural signs
See section on sexual abuse	• Spending increasingly prolonged time online • Having older boyfriends or girlfriends • Secretiveness about who they are talking to online and what sites they visit • Possession of electronic devices such as mobile phones or webcams that parents have not provided • Engaging less with their usual friends • Using sexual language that you would not expect them to know • Going to unusual places to meet people • Using drugs and/or alcohol • Being absent from home or college

Radicalisation

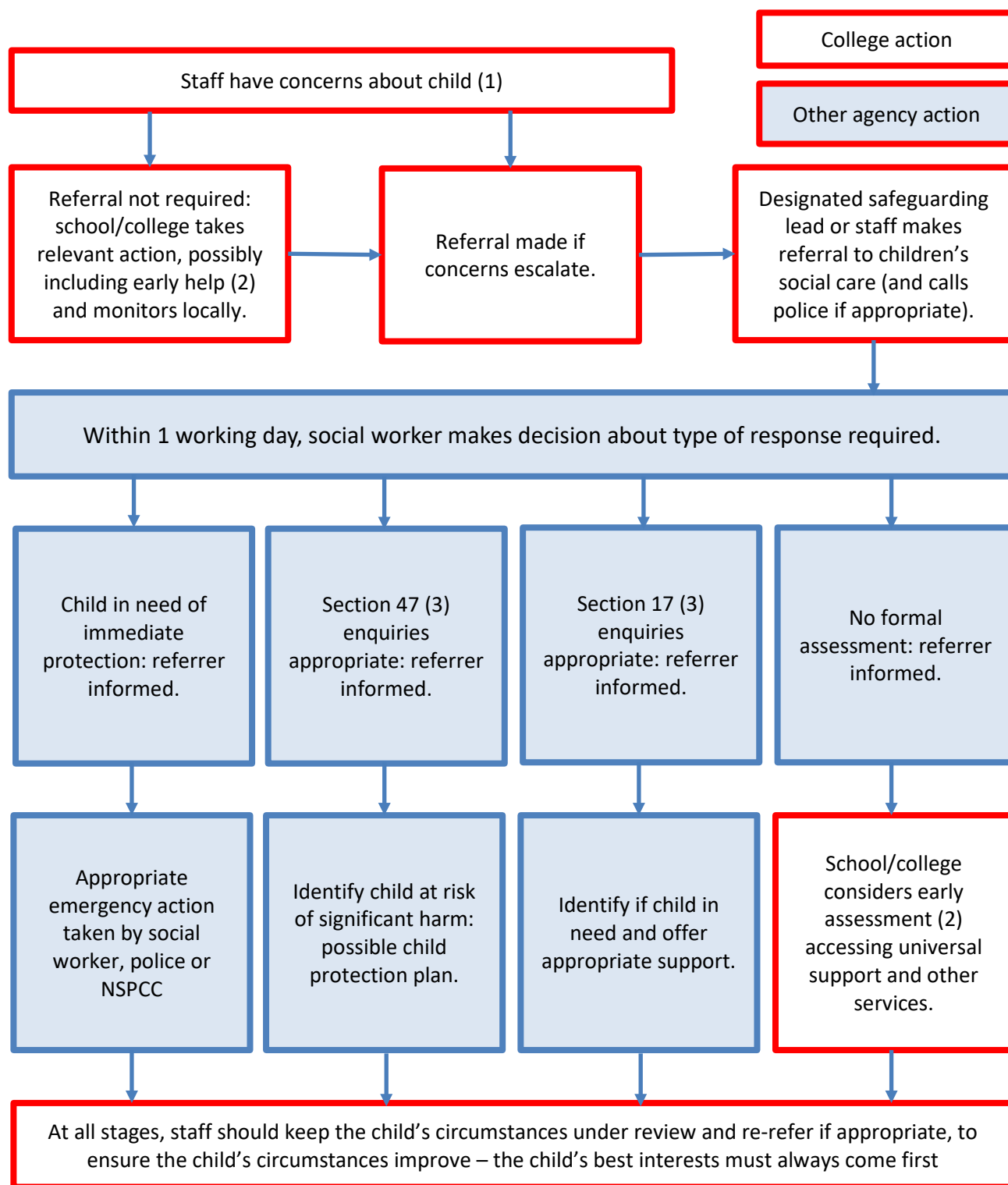
Physical signs	Behavioural signs
• Out-of-character changes in dress, behaviour, and peer relationships	• Beginning to isolate themselves from family and friends • Showing sympathy for extremist causes • Glorifying violence • Legitimising the use of violence to defend ideology or a cause • Evidence of possessing illegal or extremist literature • A sudden disrespectful attitude towards others • Unwilling to engage with or being abusive to students who are different

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Increased secretiveness, especially in relation to internet use (e.g., changing online identity or having more than one online identity) • Unwillingness or inability to discuss their views • Increasingly judgemental or argumentative • Feeling persecuted • Embracing conspiracy theories • Demonstrating a fixation with weaponry or explosives • Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-proscribed extremist groups such as the English Defence League |
|--|--|

Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping Children Safe in Education September 2025)

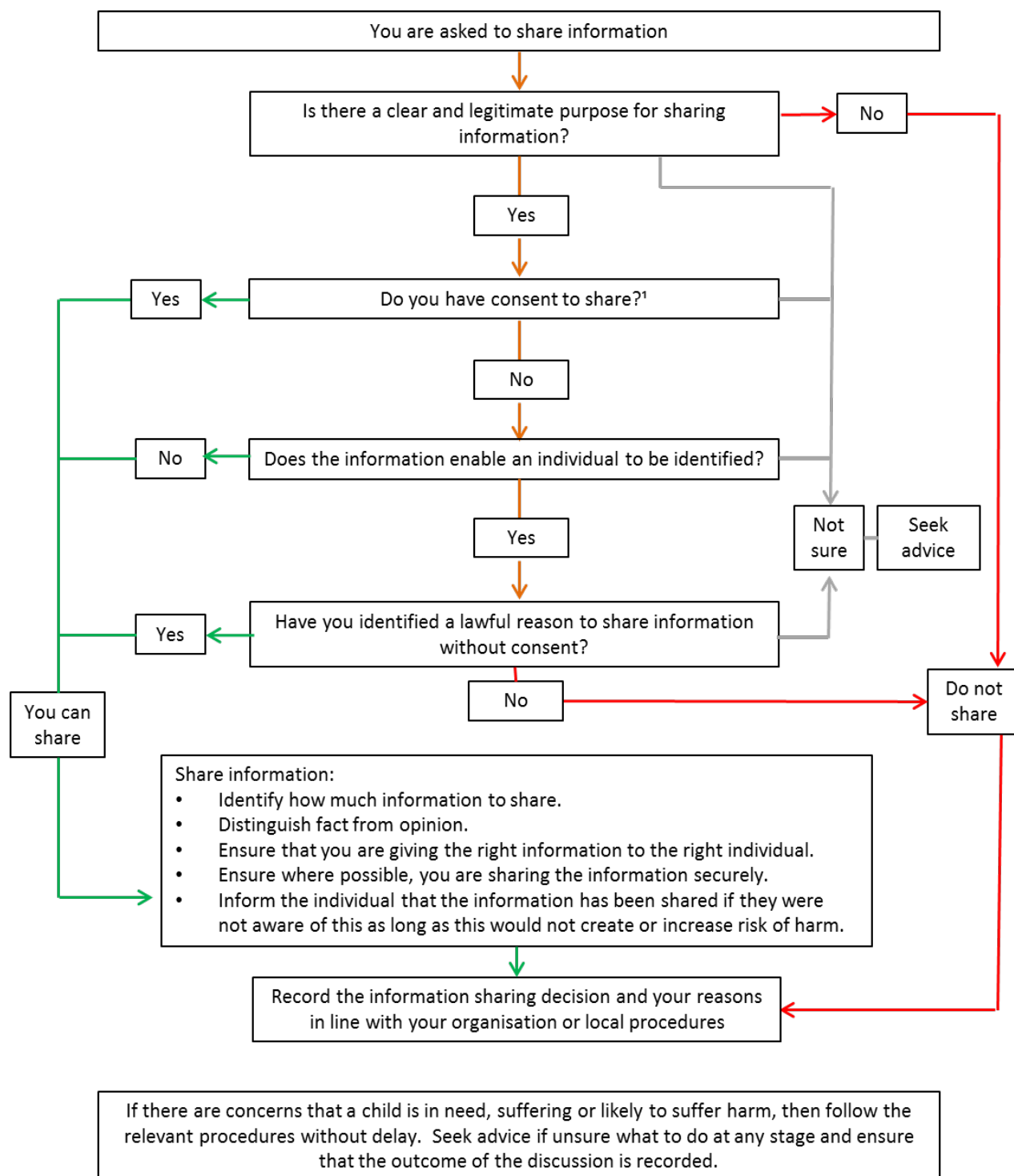
- [bullying, including cyberbullying](#)
- [children missing education](#)
- [child missing from home or care](#)
- [child sexual exploitation](#)
- [domestic abuse](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [managing risk of radicalisation in your education setting](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#)
- [sexting](#)
- [trafficking](#)

Appendix 3: Actions where there are concerns about a child



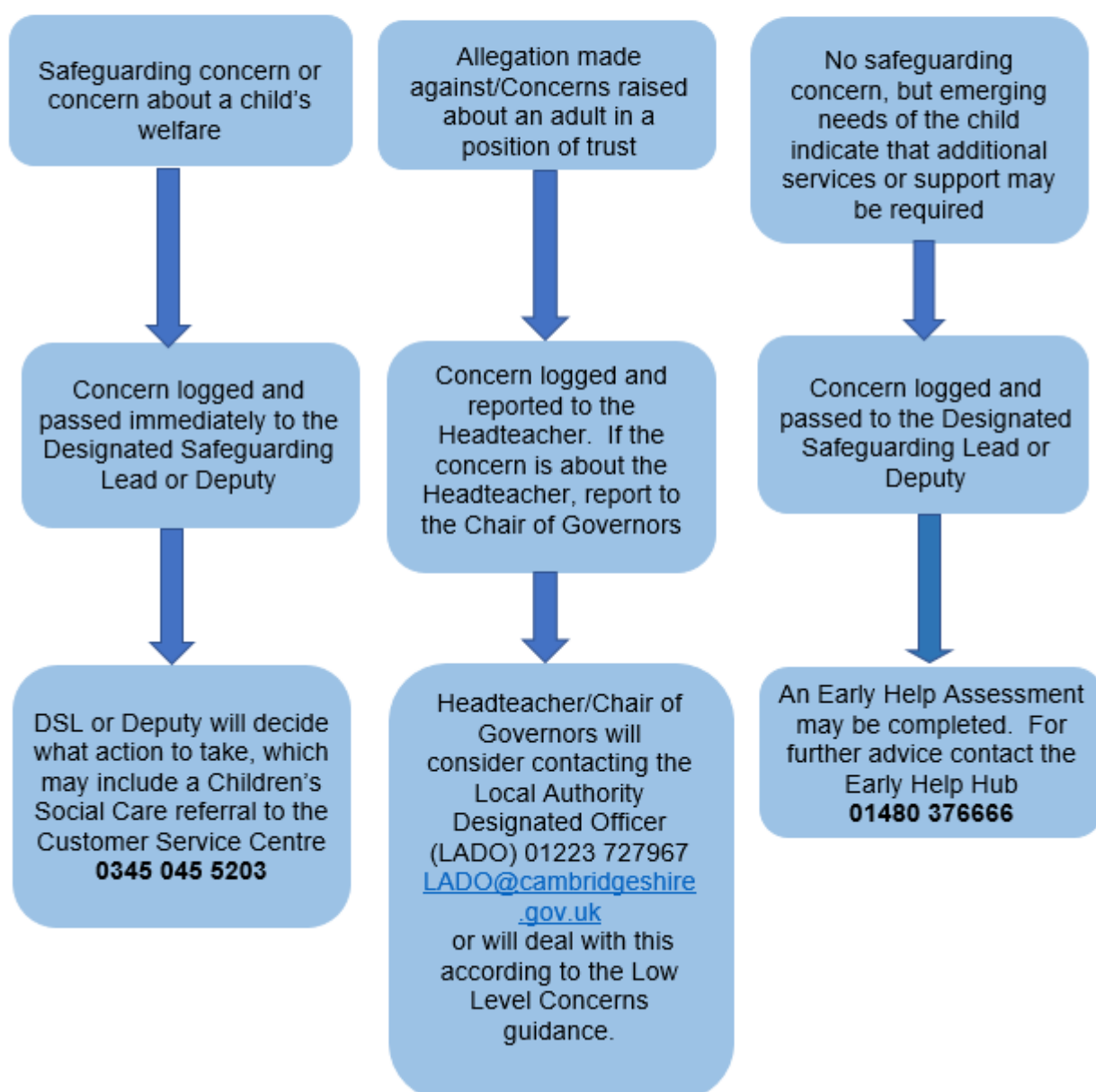
1. Cases where there is a concern or allegation made against a staff member refer to the Principal or LADO (see Section 15)
2. Early help involves providing support as soon as problem emerges. Where coordinated early help is required, an early help inter-agency assessment will be arranged.
3. Referrals will follow the processes set out in Bi-borough's threshold guidance

Appendix 4: Flowchart of when and how to share information

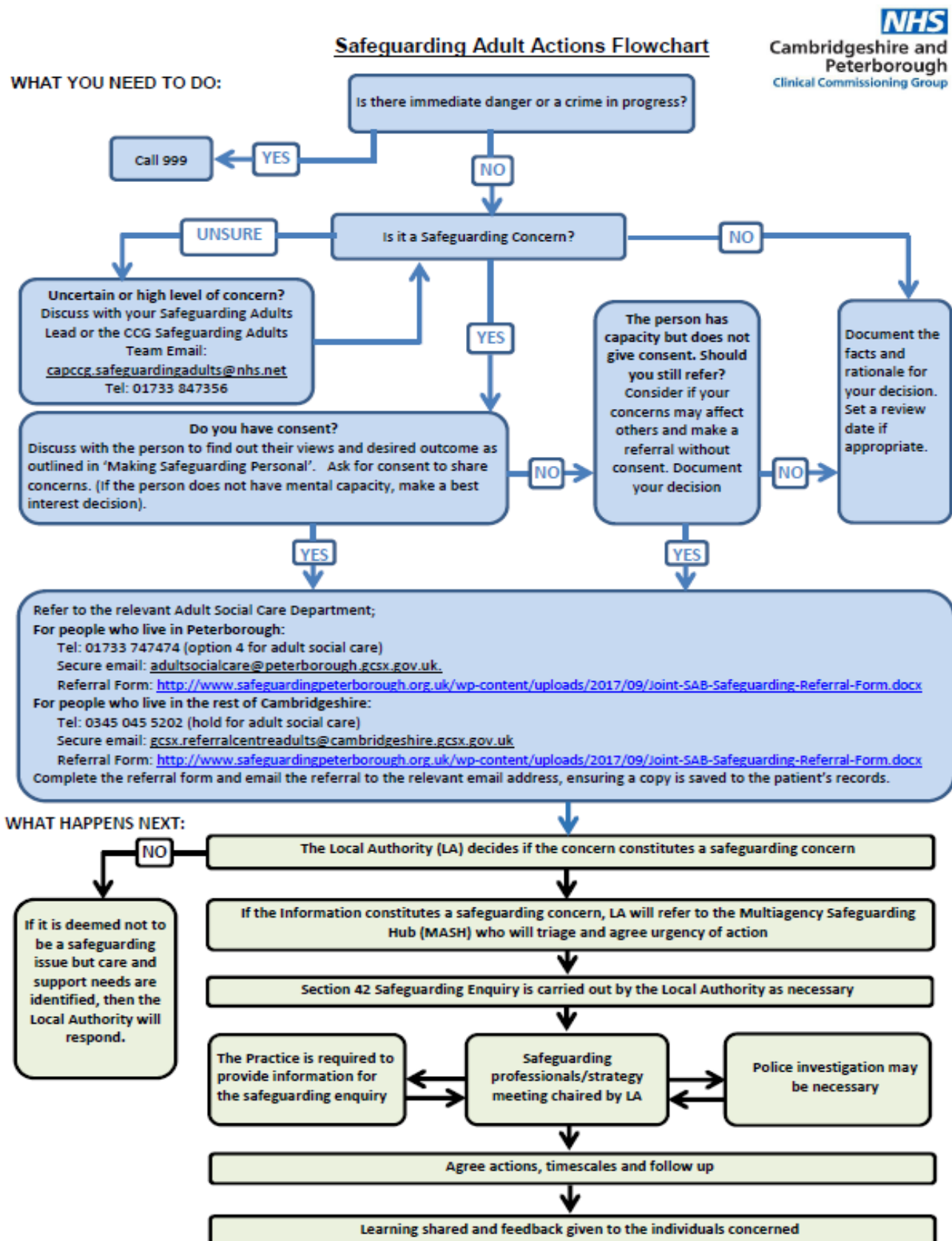


Appendix 5: Reporting Concerns Flowchart (Children)

Safeguarding Flowchart



Appendix 6: Reporting Concerns Flowchart (Adult)



Links to Cambridgeshire and Peterborough Safeguarding Children and Adults Board website:

Adults Board : <http://www.safeguardingpeterborough.org.uk/adults-board/>

Reporting a concern : <http://www.safeguardingpeterborough.org.uk/adults-board/reporting-a-concern/>

Appendix 7: DSL Job Description

Job description for the Designated Safeguarding Lead (DSL and DDSLs)	
The college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	
Summary of the role	- To take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place) occurring at the college and to support all other staff in dealing with any child welfare and child protection concerns that arise. - To provide advice and support to other staff on matters of child welfare, safeguarding and child protection. - To take part in strategy discussions and inter-agency meetings and to support other staff to do so, and to contribute to the assessment of students. - To promote and safeguard the welfare of students in the college. - Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated.
Main duties and responsibilities	Further specifics:
Availability	You are expected to: - ensure during term time that you or a Deputy will always be available when the college or QGH are open to discuss any safeguarding concerns; and - arrange adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities.
Managing referrals	You are expected to refer cases: - of suspected abuse and neglect of any student at the college to the local authority children's social care and support staff who make referrals to local authority children's social care; - to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme; - where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (DBS); and - where a crime has been committed to the Police.
Working with others	You are expected to: - act as a source of support, advice and expertise for all staff; - act as a point of contact with the three safeguarding partners: the local authority (Royal Borough of Kensington and Chelsea); the clinical commissioning group; and the Police; - liaise with the Principal to inform them of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; - ensure that an 'appropriate adult' is present if a student is being questioned or detained by the police;

	• as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child-protection concerns in cases which concern a staff member; • liaise with staff (especially tutors, pastoral support staff, IT staff, First Aiders, counsellors and the named persons with oversight for SEND) on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically; • promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and • work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at the college. This includes: ○ ensuring that the college knows who its cohort of children are who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and, ○ supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
Information sharing and managing the child protection files	You are expected to: • ensure that child protection files are kept up to date. • ensure that information is kept confidential and stored securely. • ensure that records include: ○ a clear and comprehensive summary of the concern; ○ details of how the concern was followed up and resolved; and ○ a note of any action taken, decisions reached and the outcome. • ensure that files are only accessed by those who need to see them and that where the file or content within it is shared, this happens in line with information-sharing advice, as set out in Part 1 and Part 2 of KSCIE. • ensure, when a student leaves the college, that: ○ their child protection file is transferred to the new school or college as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term); and ○ their child protection file is transferred separately from the student’s main file in a secure manner and confirmation of receipt is received from the destination school or college; and • consider whether it is appropriate to share any information with the new school or college in advance of the student leaving.
Raising awareness	You are expected to: • ensure each member of staff has access to, and understands, the college’s safeguarding policy and procedures, especially new and part-time staff;

	• ensure the college's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board regarding this, • ensure the safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the college in this; • link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and • help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and college leadership staff.
Training, knowledge and skills	You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training. In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so that they: • understand the assessment process for providing early help and statutory intervention, including local criteria for action and local-authority children's social care referral arrangements; • have a working knowledge of how local authorities conduct a child-protection case conference and a child-protection review conference and be able to attend and contribute to these effectively when required to do so; • understand the importance of the role the Designated Safeguarding Lead has in providing information and support to local authority's department for children's social care in order to safeguard and promote the welfare of children; • understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in response to this in promoting educational outcomes; • are alert to the specific needs of children in need, those with Special Educational Needs and Disabilities (SEND), those with relevant health conditions and young carers; • understand the importance of information sharing, both within the college, and with the three safeguarding partners, other agencies, organisations and practitioners; • understand and support the college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation; • are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at college; • can recognise the additional risks that children with SEN and disabilities (SEND) face online (for example, from online bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe online; • obtain access to resources and attend any relevant or refresher training courses; and • encourage a culture among all staff of listening to students and taking account of their wishes and feelings, in any measures the college may put in place to protect them.

Providing support to staff	Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child-protection matters. This includes, specifically, to: • ensure that staff are supported during the referrals processes; and • support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
Understanding the views of children	It is important that all children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to: • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the college may put in place to protect them; and, • understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
Holding and sharing information.	The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of KCSIE and therefore members of the DSL team should: • understand the importance of information sharing, both within the college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners; • understand relevant data-protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; and • be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme.

Appendix 8: Hackett's Continuum of Sexual Behaviours

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking, or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

Reference: Hackett, S (2010). Children, young people and sexual violence. In Barter, C and Berridge, D (eds) *Children behaving badly? Exploring peer violence between children and young people*. London: Blackwell Wiley.