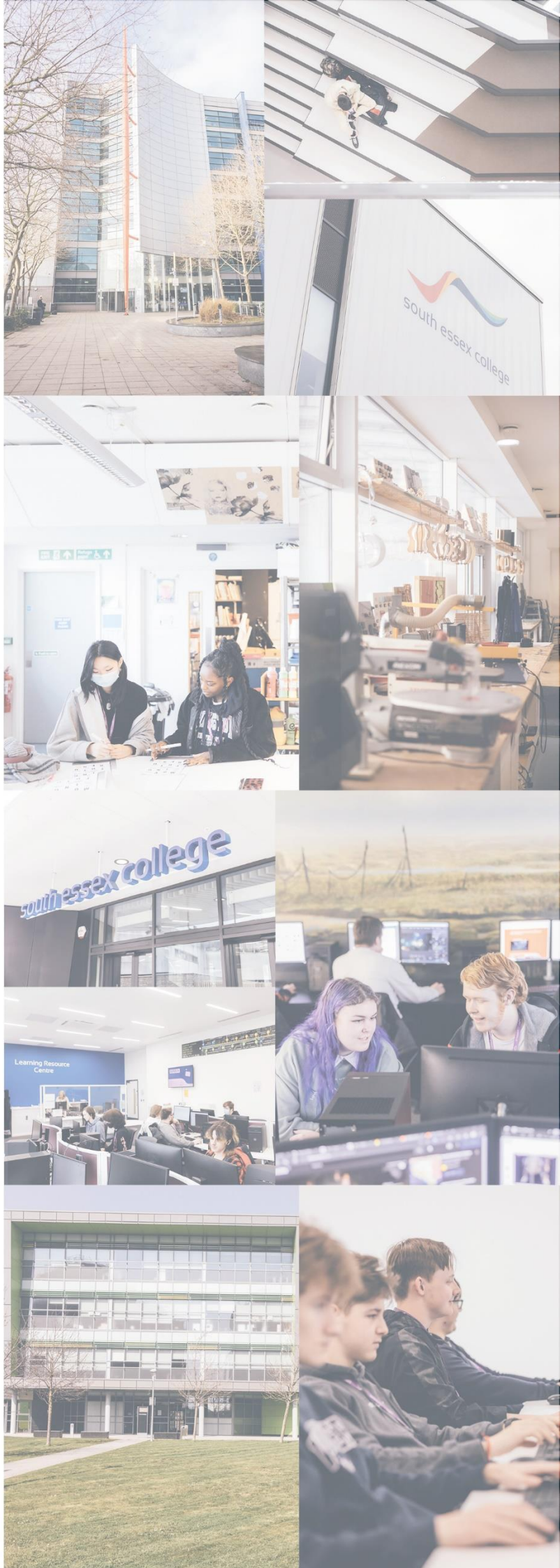


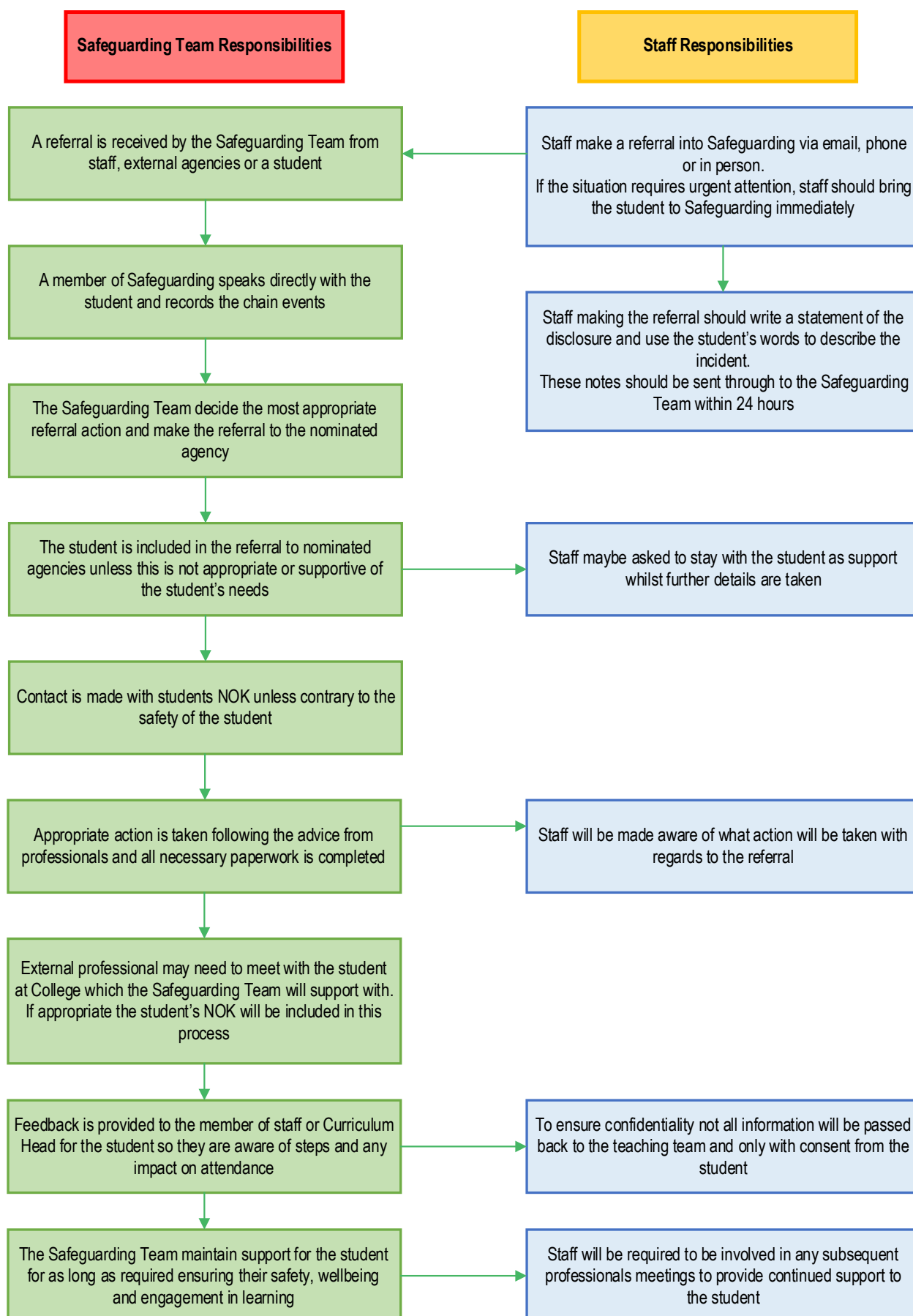


SAFEGUARDING PROCEDURE 2022-23



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Appendix 1: Child Protection & Vulnerable Adults Flowchart



Child Protection & Vulnerable Adults Guidelines

Staff Responsibilities

- Acknowledge your duty of care to ensuring the well-being & safety of staff and students.
- Understand and adhere to the Safeguarding Policy.
- Complete the online Child Protection training and update this every two years.
- Know the correct procedure for reporting child protection and vulnerable adult (CP/VA) concerns.
- Do not ignore something which troubles you; discuss the matter with a member of the Safeguarding Team for advice on how to proceed.
- Do not attempt to investigate a potential CP/VA yourself, pass this on to a member of the Safeguarding Team, they are trained for these situations.
- If a student discloses a potential CP/VA to you stay calm, explain to the student that you are required to pass this on to a member of the Safeguarding Team and never promise confidentiality.

Professional Boundaries

As a College member of staff it is your responsibility to protect yourself from potential allegations of abuse:

- Build positive nurturing relationships with students that maintain high standards and provide clear boundaries of professional conduct and behaviour.
- Never give students your personal phone numbers, email addresses and address information.
- Do not engage with students through social networking sites unless they are college approved pages.

Disclosures: Hints and Tips

As a tutor you will establish a good relationship with your students and will get to know them very well. If you are concerned about a student, talk to them.

- Go to a meeting room so you can have a 'confidential' discussion.
- Do not promise to keep things secret, be clear that you may share what is discussed.
- Be open and honest about why you want to talk to them.
- Describe the behaviour you have witnessed, give clear examples and use evidence.
- Explain you are there to help and support them.
- Ask them if they wish to share anything with you.
- Do not pry, challenge or react negatively if they tell you they do not wish to tell you.
- Do not lead students to make statements or used closed questions.
- Let them know the support available at the college and how they access it through the Safeguarding Team.

- If necessary, support them in accessing the service by accompanying them to initial meeting.
- Monitor the student's behaviour, progress and attendance.
- Share your concerns with the Safeguarding Team and let them know what action you have taken.

If a student discloses some information that you are very concerned about seek help

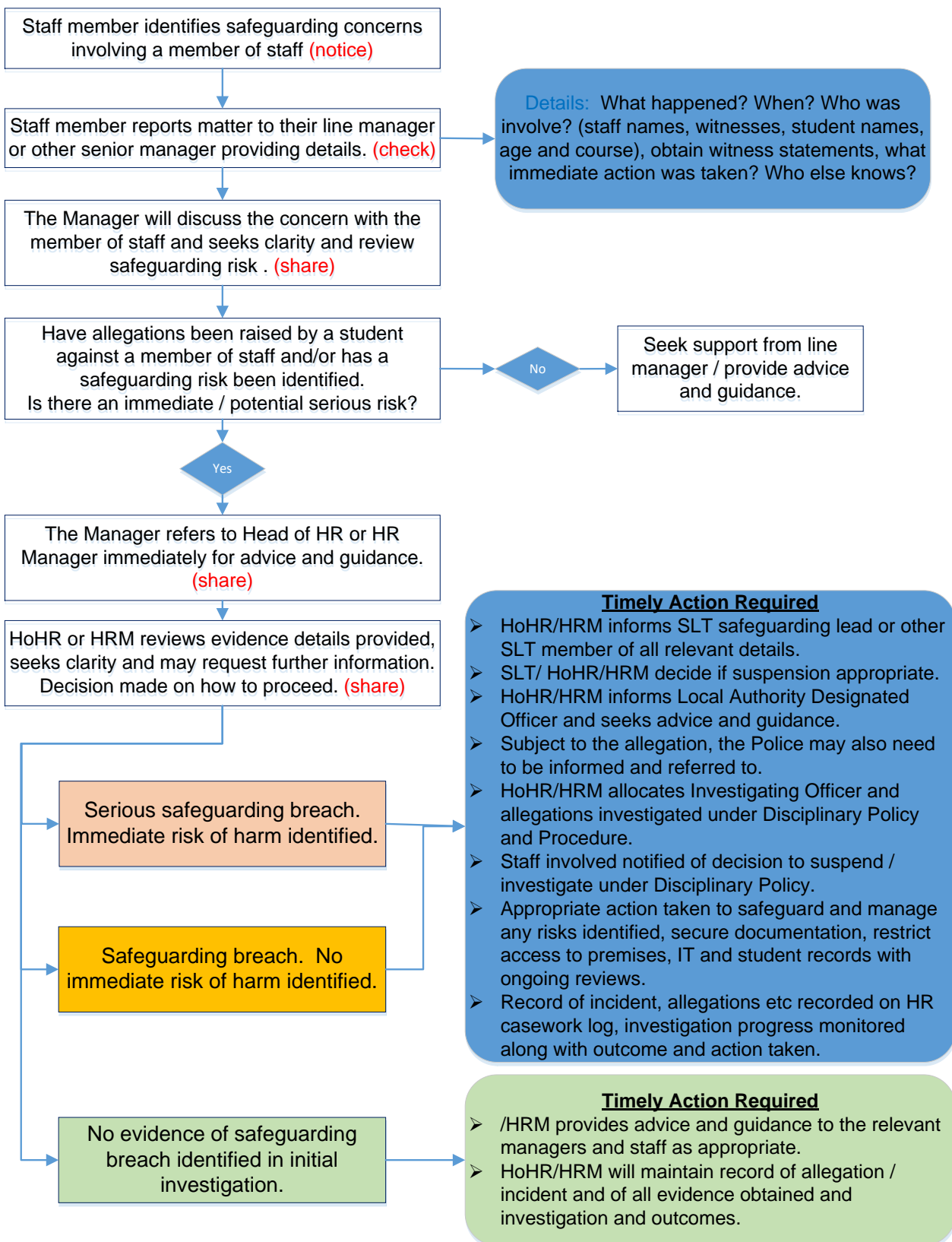
- React positively that they have chosen to disclose, don't get angry or be shocked at what they tell you.
- Tell them they have done the right thing in telling you.
- Explain that you will need to pass the information on to someone who will be able to support them further.
- Make notes where possible of what they say, use their words.
- Do not let them leave the meeting room and ask another member of staff to sit with them if necessary.
- Contact a member of the Safeguarding Team immediately.

After a Disclosure

- Speak with your Line Manager to let them know what has happened and do talk about how it made you feel
- Keep confidentiality and do not speak about the incident unless absolutely necessary and do this only to key staff such as Safeguarding or your Line Manager

Appendix 2: Allegations against a Member of Staff Flowchart

Staff are required to follow 'notice, check and share' procedure in relation to any safeguarding allegation involving a member of staff. The following flowchart show this process:



Important Notes

- Human Resources are available to discuss any potential staff allegations you may have. If in any doubt, refer to HR for advice and guidance.
- Human Resources safeguard all staff at the College and are the direct link for any staff safeguarding concerns.
- Once a staff allegation is made to Human Resources, the next appropriate action is based on the allegation and whether there is an immediate risk of harm constituting a safeguarding risk.
- Staff will be required to provide a statement detailing their concerns in a written statement to be handed over to Human Resources. The statement needs to detail
 - Detailed summary of the incident / allegations
 - Campus
 - Names of all involved (staff and students) and Department
 - Students: student number, date of birth, age, home address and course of study and campus.
 - Any immediate action you have taken
 - If student or staff required first aid, a copy of the reporting form.
 - Any other relevant information that would help the line manager and HR in reviewing the circumstances and enable them to robustly manage any safeguarding risk.
- Other evidence may be obtained such as CCTV, videos, phone records, social media evidence as may be appropriate.
- If the statement details an imminent safeguarding risk, the member of staff will meet with the Human Resources team immediately to discuss the allegation.
- If a Safeguarding risk is present, the Local Authority Designated Officer (LADO) is informed of the incident and information, including statements, shared. The LADO will then instruct and formalise further proceedings via Human Resources.
- If a Safeguarding risk is present, the Head of HR or HR Manager will inform the SLT member safeguarding lead or other SLT member immediately and review evidence available to discuss and agree way forward including deciding on whether suspension of staff appropriate. HoHR / HRM will then take appropriate action and maintain communication with all relevant members of Management on discreet basis as to process and action taken along with outcome.
- If the allegation is deemed not to constitute a Safeguarding referral, advice is given to the Head of Department by Human Resources to support the member of staff and the student with an appropriate outcome (as detailed in the above flow chart).
- Robust evidence of allegations / incidents raised or identified will be maintained and records shared with relevant external agencies and documentation and information will be managed in line with General Data Protection Act legislation.
- Where safeguarding allegations against staff are proven, or where an individual resigns and leaves during an investigation and the College is not afforded the opportunity to investigate fully and reach a conclusion, the Head of Human

Resources will report the matter to the Independent Safeguarding Authority (part of the Disclosure and Barring Services) and provide relevant information. It will be the ISA's responsibility to review the information provided and make a decision as to whether an individual's DBS status is affected and whether they are considered suitable to work with children, young or vulnerable people.

- The Wellbeing & Safeguarding Team may be called to support the student after the referral has been made. This is to ensure the student is supported and has a point of contact within the College for any concerns, queries or further information that they may wish to disclose. It is not the Safeguarding Team's responsibility to investigate the allegation but to be the agency of referral should any further safeguarding concerns arise during/ after the initial disclosure.

Appendix 3: Named Staff

The contact details below are to support any referrals or advice and guidance that staff may need in relation to any safeguarding concerns. It is recommended that staff contact the Wellbeing & Safeguarding Team initially to gain advice or make a referral. If your query is regarding a member of staff please refer straight to the Human Resources.		
Wellbeing & Safeguarding Team		
Officers & Advisers		Coaches
Sophy Redding , Safeguarding Officer Ext: 4573 (S), 4481 (S), 4621 (S), 4507(SR) Mobile: 07912 043 294		Afsana Hussain , Wellbeing Coach Ext. 4621 (S), 4507 (SR) Mobile: 07717 867 604
Julie Josling , Safeguarding Adviser Ext. 2739 (T), 4836 (LL), 2521 (BTC) Mobile: 07455 534 814		Sue Taylor , Wellbeing Coach Ext. 2505 (T), 4836 (LL) Mobile: 07455 717 218
Nicola O’Keeffe , Safeguarding Adviser Ext. 4573 (S), 4481 (S), 4621(S), 2521 (BTC) Mobile: 07717 346 299		Ivy Bush , Wellbeing Coach Ext. Mobile:
Luke Holland , Pastoral & Welfare Officer Ext. 2505 (T), 0203 675 6753 (P) Mobile: 07894 566 859		Care Experienced Team
Princess Otigba , Safeguarding Adviser Ext. 2521 (SR), 4573 (S) Mobile:		Gina Galloni , Designated Looked After Child Adviser Ext. 2739 (T), 4507 (SR), 4573 (S), 4421 (S) Mobile: 07980 652383
Email: Safeguarding@Southessex.ac.uk		
Designated Safeguarding Leads Contacts		
Wellbeing & Safeguarding Team		Human Resources
Jane Belcher , Head of Safeguarding Mobile: 07779 285 737 Extensions: 4563		Roney Brooks , Head of Human Resources Mobile: 07974 291 914 Extensions: 4575 (S) 2789 (T)
Sue Walsh , Safeguarding & Wellbeing Manager Mobile: 07827 976355 Extensions: 4620, 4507, 2521		Frances Ward Human Resources Business Partner Mobile: Extensions: (S)
Executive Board Team		
Brad Brooks Group Director Student Experience (Student Safeguarding Lead) Mobile: 07475 492605 Extension: 4491	Anthony McGarel , Deputy Principal (Staff Safeguarding Lead) Mobile:07717 652077 Extension: 4412 (S) PA to Anthony: Linda Lovell Ext.: 4483	Adam Fahey Vice Principal Curriculum & Quality Mobile: Extension:

Appendix 4: Guidelines on dealing with cases of Child-On-Child/Peer-on-Peer Abuse including Sexual Violence & Sexual Harassment

The College is clear that abuse is abuse and will not be tolerated or passed off as “banter” or “part of growing up”. There are many forms of abuse that may occur between peers and this list is not exhaustive:

- Physical abuse;
- Sexually harmful behaviour/sexual abuse;
- Sexual violence and sexual harassment;
- Bullying;
- Cyberbullying;
- Sexting;
- Initiation/hazing;
- Prejudice behaviour;
- Teenage relationship abuse.

The College recognises that children are capable of abusing other children and their peers. The College will see sexual violence and harassment within a contextual safeguarding lens by understanding that abuse can occur between two or more children of any age and sex and that it can also occur through a group of children harassing or abusing a single child or group of children. Sexual violence and harassment can exist on a continuum and may overlap such as online and face-to-face.

Child-On-Child/Peer-on-Peer abuse should be treated seriously and will be dealt with under the Supporting Positive Behaviours Policy where both individuals study at the College. If there is a report of Child-On-Child/Peer-on-Peer abuse where one of the individuals does not study at the College, the process for Child Protection in Appendix 1 should be followed. The following guidelines are to support staff in managing most situations and ensuring all parties are safeguarded whilst on site or travelling to and from the College sites.

Child-On-Child/Peer-on-Peer abuse can take many forms whether this is physical or sexual. All action must be taken to de-escalate the situation and remove any potential future conflict.

These guidelines can also be applied to cases of bullying and harassment. Staff should refer to the Anti-Bullying Policy and Procedure for further details on how to investigate and the outcome they can appropriately action. As each case will be different the Head of Safeguarding and the Safeguarding & Wellbeing Manager will provide advice and guidance to staff who receive a disclosure of peer on peer abuse.

Cases of Sexual Violence & Sexual Harassment

The College recognise that reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

Any decision made by the College are on a case-by-case basis with the Head of Safeguarding or Safeguarding & Wellbeing Manager taking the lead role and using their professional judgement, supported by other agencies such as children's social care and the police as required.

The starting point of any report, actions and consequent risk assessments and decisions will always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Responding to the Report

- It is important that ALL victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the college should be treated as equally seriously.
- All staff should recognise that a victim is likely to disclose to someone they trust: this could be anyone on the college staff. Staff should be supportive and respectful of the victim.
- It is important to explain that the law is in place to protect children, young people and vulnerable adults rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- Staff should follow the child protection & vulnerable adult flowchart in Appendix 1 when taking report.
- Next of Kin for under 18's (under 24 for those with an EHCP) should be contacted and advised of the report, current action being taken place and the contact details of a named member of staff.
 - If the abuse has occurred in the home, advice should be sought from Local Authority Children's Social Care and/or the Police before notifying the next of kin.
- When there are images/videos involved in the report, staff should not view or forward any images/videos.
 - Staff should stop using the device, lock the computer/laptop and seek advice from the Safeguarding Team.

- If the image may also appear on a personal device due to having work emails stored. Staff should notify the Safeguarding Team if the image is on any other devices including personal. Staff should not use their personal advice until advice is sought from the Police.
 - If the images are on a student's device, they should be advised to not use the device and not to delete any messages/files/images/videos.
- Staff taking the disclosure must send through a written report on the same day as the disclosure is received.
 - If two members of staff are present, it should be agreed who will write a full report with the other member of staff providing a report up to the other staff joining.
 - Reports must be provided to the Head of Safeguarding and/or Safeguarding & Wellbeing Manager.

Risk Assessment

- The Head of Safeguarding and/or Safeguarding & Wellbeing Manager will make an immediate risk assessment and manage referrals to agencies with support from a Safeguarding Adviser/Officer.
- The Risk Assessment will consider:
 - The victim, especially their protection and support
 - The alleged perpetrator
 - All other students (and if appropriate staff)
- The risk assessment will be held electronically and kept under review for the duration of the case and beyond if deemed necessary.
- The Head of Safeguarding and/or Safeguarding & Wellbeing Manager with support from the allocated Safeguarding Adviser/Officer will ensure they are liaising with Children's Social Care and specialist services as required.

Action Following a Report

- The College will carefully consider any report of sexual violence and sexual harassment. Important considerations will include:
 - The wishes of the victim
 - The nature of the alleged incident(s) including whether a crime may have been committed and consideration of harmful sexual behaviour
 - The ages of the students
 - Any power imbalance between the students
 - If the alleged incident is a one-off or a sustained pattern of abuse
 - Any ongoing risks to the victim, other students or staff
 - Other related issues and wider context
- The college will always act in the best interest of the student when concerned about their welfare.

- Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other students/young people involved/impacted).
- The starting point of any report and consequent risk assessments and decisions will always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Taking Statements and Investigating

- It may be necessary to take statements from victims, alleged perpetrators and witnesses.
- If a case is referred to any external agencies (e.g. Police or Social Care), no statements must be taken. Victims and witnesses should be made aware of the need for confidentiality at this stage to allow a fair investigation to take place.
- Incident Management Plans/Agreements can be put in place to support all involved in a report to ensure confidentiality, agree support and named staff.
- Where statements are required due to internal investigations, victims and witnesses should be requested to submit a written factual statement to the Investigating Manager.
 - Statements should be taken/written in a private room.
 - Statements should include the author's name, student ID number, date written and a signature.
 - No statements should be written in class or within a group situation to avoid any collusion.
- On receipt of a statement, the Investigating Manager must check the victim and Witness understanding of confidentiality and how they can raise concerns or share further information.
- The Investigating Manager should arrange to speak to the alleged perpetrator, and NOK if under 18, to inform them of the allegation. An initial statement should be requested to inform the investigation meeting.
- All statements will remain confidential and full statements will not be shared with any party. Summaries of statements including quotes will be used in investigation reports.
 - Copies of statements should be saved electronically and held centrally by the Wellbeing & Safeguarding Team. If the case is referred to external agencies in the future these statements may form part of any external investigation.
- The Investigation manager should refer to the Anti-Bullying Policy guidance on investigations for best practice on interviewing victims and alleged perpetrators.

Options on Managing a Report

The College will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that will be carefully considered and made with

advice from children's social care and police as appropriate. These principles will not stop the College taking immediate action to safeguarding our students and staff. The victim's wishes will support the Head of Safeguarding and/or Safeguarding & Wellbeing Manager to consider options where appropriate.

Manage Internally

- In some cases of sexual harassment e.g. one-off incidents, the College may take the view that the students concerned are not in need of a referral and that it would be appropriate to handle the incident internally.
- The Head of Safeguarding and/or Safeguarding & Wellbeing Manager will advise on appropriate action perhaps through utilising the Supporting Positive Behaviours Policy and by providing pastoral support.
- All concerns, discussions, decisions and reasons for decisions must be recorded.
 - If the victim decides at a later date that they wish to make a report to the Police independently, these files/reports may be required for the investigation and any criminal/court proceedings.

Early Help

- The College may decide that the students involved do not require statutory interventions but may benefit from early help.
- Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- An allocated safeguarding Adviser/officer will lead the referrals for the victim and alleged perpetrator and will be responsible for liaising with agencies.

Referrals to Social Care

- Where the College deems a student to have been harmed, is at risk of harm, or is in immediate danger, a referral will be made to social care.
- The flowchart in Appendix 1 will be followed by staff.
- The College will not wait for the outcome from social care to start protecting a victim and other students.
- The College will generally inform next of kin, unless there are compelling reasons not to.
- The College will consult with social care and agree what information can be disclosed to others, in particular the alleged perpetrator and their next of kin. The college will also discuss the best way to protect the victim and their anonymity.

Reporting to the Police

- Where a report of rape, assault by penetration or sexual assault is made the starting point is to report to the Police.
- Where a report is in relation to a student under 18, the report to the police will run in parallel to a referral to social care as above.

- The College will generally inform next of kin, unless there are compelling reasons not to.
- The College will consult with the police and agree what information can be disclosed to others, in particular the alleged perpetrator and their next of kin. The college will also discuss the best way to protect the victim and their anonymity.

Sharing Learning Environments including Online

- The alleged perpetrator will be removed from all classes they share with the victim including physical and remote classes.
- The College will include as part of the risk assessment how to keep the victim and alleged perpetrator a reasonable distance apart on campus and on transport to and from college. These actions will be in the best interests of both students and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- The wishes of the victim, the nature of the allegations and the protection of all students will be considered in any immediate and ongoing actions.
- The Safeguarding & Wellbeing Manager and Head of Safeguarding will work with Academic Managers to ensure where reasonable possible all parties can continue to access their education.
- Where appropriate confidentiality agreements will be signed with associates such as peers in the same class. This will ensure that confidentiality is maintained and expectations on behaviour is set with the associates moving forward. These agreement will remain in place for the duration of the victim and alleged perpetrators study.

Next of Kin Involvement

- The College will have a difficult balancing act to consider at every stage following a report.
- A student's Next of Kin will be involved and kept informed of college actions where it is safe and appropriate to do so.
- The Next of Kin will be required to keep the College up to date with investigations and any conditions or involvement of external agencies providing support.
- Where a Next of Kin's action undermine the safeguarding of any/all parties, the College will take appropriate action including referrals to social care and police for guidance and support.
- The College reserves the right to refuse entry onto any campus of a Next of Kin if it impacts on the safety of students and staff.
- Any Next of Kin who feels that the actions being taken by the College are not safeguarding any/all parties the Head of Safeguarding and the Group Director Student Experience will liaise to listen to concerns and advise of any reasonable adjustments if appropriate.

Considering Bail Conditions

- In the absence of bail conditions when there is a criminal investigation, advice from the police will be sought in order to help the College manage their safeguarding responsibilities.
- Where the term 'Released Under Investigation' or 'RUI' is applied, the College will be made aware of return dates and/or any conditions.
- The College will work with the Police and/or social care to manage any implications and safeguard their students.
 - The Head of Safeguarding and/or Safeguarding & Wellbeing Manager will refer to the Supporting Positive Behaviours Policy and may choose to recommend a suspension to the alleged perpetrator to safeguard all parties.
- An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

Managing Delays in the Criminal Process

- The College will not wait for the outcome of a police investigation to safeguard and protect the victim, the alleged perpetrator, other students and staff.
- The Head of Safeguarding and/or Safeguarding & Wellbeing Manager will liaise closely with the Police before any consideration is given on disciplinary action. This is to avoid any actions that may jeopardise the police investigation.

The End of the Criminal Process

- If a student is convicted or receives a caution for a sexual offence the College will take the following actions:
 - Update of the risk assessment
 - Consider suitable action under the Supporting Positive Behaviours Policy
 - Consider any restrictions or ongoing suspensions
 - Clear expectations of the student and Next of Kin as appropriate
- The college will ensure that the victim and alleged perpetrator remain protected especially from bullying and harassment including online.
 - The Head of Safeguarding and/or Safeguarding & Wellbeing Manager will work with Academic Managers to deal with any potential incidents with peers. Actions could include confidentiality agreements or referral under the Supporting Positive Behaviours Policy.
- If a case is marked as No Further Action (NFA), the College will continue to offer support to the victim and the alleged perpetrator for as long as necessary. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded.

Ongoing response & Support

- The College recognises that by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and the alleged perpetrator.

- The needs and wishes of the victim should be paramount in any response and provision of ongoing support.
- Where possible the victim should be able to continue in their normal routine. The priority should be to make the victim's daily experience as normal as possible, so the College is a safe space for them.
- A Safeguarding Adviser/Officer will be assigned to the victim and a different member of the team will be assigned to the alleged perpetrator. This will maintain confidentiality and reduce the risk of any conflict. It will also allow for all parties to access equal support.
- Confidentiality and Information Sharing Agreements will be signed for both students at the earliest opportunity.
- It is important that we identify why an individual is displaying harmful behaviour. It may be that the individual is experiencing difficulties of their own and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling. Particular support from identified services may be necessary through an Early Offer of Help referral.
- The Safeguarding & Wellbeing Manager will maintain overview of the case but where possible will not directly support the victim or alleged perpetrator.
- Any reasonable adjustments will be made to ensure everyone can continue to access their education if safe to do so. Adjustments will be agreed and discussed with the student, Next of Kin, Safeguarding Adviser/Officer and Academic Manager with support from the Safeguarding & Wellbeing Manager and Head of Safeguarding as required.
- If the victim or alleged perpetrator moves to another educational institution (for any reason), the new education institution will be made aware of any ongoing support needs.
 - The Safeguarding & Wellbeing and Head of Safeguarding will ensure this takes place and be an ongoing link.

For more guidance and definitions regarding peer on peer abuse, sexual violence and sexual harassment staff should refer to [Part 5 of Keeping Children Safe in Education September 2022](#)

Appendix 5: Sharing of Nudes and Semi-Nudes between Students

This procedure outlines the initial response to a case of sharing of nudes and semi-nudes between students. The Safeguarding & Wellbeing Team will be following the guidance by UKCIS to manage individual cases. The College's response to an incident will differ due to the complexities in cases and will be dependent on the motivations, behaviours and risks identified within the incident.

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Definitions

This procedure uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner.

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. Nude or semi-nude images, videos or live streams may include more than one child or young person.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex. There are also a range of risks which need careful management from those working in education settings.

Motivations and Behaviours

Nudes and semi-nudes can be shared by, and between, children and young people under a wide range of circumstances, and are often not sexually or criminally motivated. The College's response to an incident will differ depending on the

motivations behind the incident and the appropriateness of the child or young person's/people's behaviour.

Motivations

Incidents can broadly be divided into two categories:

- **Aggravated:** incidents involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes. These can further be sub-categorised into:
 - **Adult involved:** adult offenders attempt to develop relationships by grooming children and young people, in criminal sex offences even without the added element of nudes and semi-nudes. Victims may be family friends, relatives, community members or contacted via the Internet. The images may be solicited by adult offenders;
 - **Youth only – Intent to harm:** these cases can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail, threats or deception, sexual abuse or exploitation by young people;
 - **Youth only – Reckless misuse:** no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result.
- **Experimental:** incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse. These can further be subcategorised into:
 - **Romantic:** incidents in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair;
 - **'Sexual attention seeking':** the phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image;
 - **Other:** cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types for example young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so).

Behaviours

The diagram provided below supports the understanding of children and young people's sexual behaviours and that they exist on a wide continuum ranging from normal to abusive and violent.

It is important to note that an isolated incident that demonstrates problematic or abusive behaviour may not necessarily be indicative of the child or young person's overall sexual behaviour. The incident should be dealt with proportionally to the behaviour being displayed.

Appropriate	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	Behaviour accepted by peers within peer group context	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	

Adapted from 'A Continuum of Children & Young People's Sexual Behaviours' (Hackett, 2010) Cited in UKCIS Sharing Nudes and Semi-Nudes Guidance 2021

Cases of Nudes and Semi-Nudes at College

The College recognise that reports of sharing of nudes and semi-nudes are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

Any decision made by the College are on a case-by-case basis with the Head of Safeguarding or Safeguarding & Wellbeing Manager taking the lead role and using their professional judgement, supported by other agencies such as children's social care and the police as required.

The starting point of any report, actions and consequent risk assessments and decisions will always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Responding to a Report

- Staff receiving a report of an incident that involves the sharing of nudes and semi-nudes should be reported following the child protection & vulnerable adult flowchart in Appendix 1
- When there are images/videos involved in the report, staff should not view or forward any images/videos.

- Staff should stop using the device, lock the computer/laptop and seek advice from the Safeguarding Team.
 - If the image may also appear on a personal device due to having work emails stored. Staff should notify the Safeguarding Team if the image is on any other devices including personal. Staff should not use their personal advice until advice is sought from the Police.
 - If the images are on a student's device, they should be advised to not use the device and not to delete any messages/files/images/videos.
- Staff taking the disclosure must send through a written report on the same day as the disclosure is received.
 - If two members of staff are present, it should be agreed who will write a full report with the other member of staff providing a report up to the other staff joining.
 - Reports must be provided to the Head of Safeguarding and/or Safeguarding & Wellbeing Manager.
- A member of the Safeguarding Team will meet with the students and seek further information regarding the images and the relevant background information to be able to assess motivations and behaviours.

Initial Risk Assessment

- The Head of Safeguarding and/or Safeguarding & Wellbeing Manager will make an immediate risk assessment from the information received and manage referrals to agencies with support from a Safeguarding Adviser/Officer.
- The Risk Assessment will consider:
 - The young people involved, especially their protection and support
 - Any alleged perpetrator
 - All other students (and if appropriate staff)
- The risk assessment and decision on actions will be held electronically and kept under review for the duration of the case and beyond if deemed necessary.
- The Head of Safeguarding and/or Safeguarding & Wellbeing Manager may decide that the case is better managed under the procedure outlined in Appendix 4: Guidelines on dealing with cases of Peer on Peer Abuse including Sexual Violence & Sexual Harassment.
- The Head of Safeguarding and/or Safeguarding & Wellbeing Manager with support from the allocated Safeguarding Adviser/Officer will ensure they are liaising with Children's Social Care and specialist services as required.

The Wellbeing & Safeguarding Team will use the UKCIS Guidance on Sharing Nudes and Semi-Nudes to support the assessment of cases and to take appropriate action.

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Informing Parents or Carers of Under 18's

Parents or carers should be informed and involved in the process at an early stage unless informing them will put a young person at risk of harm. Any decision not to inform the parents or carers should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.

Where appropriate, the Wellbeing & Safeguarding Team will support any young person involved with determining the best approach for informing parents and carers and allow them to be a part of this process if they want to be.

Parents or carers will be given advice and guidance on how to support their young person and how to contact the Wellbeing & Safeguarding should any new concerns arise. If there is involvement from other agencies all contact details will be shared.

Appendix 6: Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and Youth Violence

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Any staff member concerned about a student should make a referral straight to the Wellbeing & Safeguarding Team following the Child Protection & Vulnerable Adult Process in Appendix 1.

Risk Factors

Identifying sexual abuse, CSE and CCE can be very difficult. Some of the warning signs can be mistaken for 'normal' teenage behaviour.

Young people who are being exploited may display the following behaviours or have experienced factors in their life that increase their vulnerability. The list below is not exhaustive but gives professionals indicators to consider:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- having prior experience of neglect, physical and/or sexual abuse
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not knowing where they are, because they have been moved around the country
- go missing from home, care or education
- being excluded from mainstream education, in particular attending a Pupil Referral Unit

- come from backgrounds with a lack of safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- having a physical or learning disability
- having mental health or substance misuse issues
- homelessness or insecure accommodation status
- being in care (particularly those in residential care and those with interrupted care histories).

Some of the following signs may be indicators of exploitation or involvement in Youth Violence:

- Children who appear with unexplained gifts or new possessions;
- Children who receive an excessive number of texts/phone calls and/or having multiple handsets
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who show signs of self-harm;
- Children who present with unexplained injuries or suspicion of physical assault;
- Children who misuse drugs and alcohol;
- Children carrying weapons;
- Children displaying or threatening aggressive behaviour as a means to resolve conflict;
- Children who leave home without any explanation, go missing for periods of time or regularly come home late; and
- Children who regularly miss education or do not take part in education.

Any concerns regarding CSE/CCE should be reported immediately to the Safeguarding Team so the SET Procedures for the Local Authority is followed. Staff should treat this as a child protection concern and follow the process in Appendix 1.

Internal Early Intervention Procedure

Where staff have intelligence or concerns that a young person may be associating with known individuals of concern the following steps should be taken to support the student and liaise with parents/NOK and appropriate external agencies.

1. Member of staff speaks with the student highlighting reasons for concerns regarding their behaviour and/or associations.

- a. Discussions should be honest and open about support but also clear on behaviour expectations around the College.
 - i. If a breach of expected behaviour has occurred consideration should still be given to escalating any incidents through the College's Supporting Positive Behaviours Policy & Procedure.
 - b. The consequences of any continued behaviour that could impact on their future at the College should be made clear whilst remaining supportive to allow the student the chance to disclose either at that point or at a later stage.
 - c. Confidentiality should be made clear to the student and who information can and will be shared with following the discussion.
 - d. Discussion is recorded as a confidential comment on ProMonitor.
 - e. Staff to use professional judgement on whether to contact parents/NOK following initial discussion
2. Student is monitored and regular 'touch base' conversations take place
3. If further intelligence or concerns are raised, the same member of staff speaks with the student to highlight the ongoing concerns and the steps that will now be taken including a meeting with their parents/NOK.
4. Parents/NOK invited in for a meeting to discuss concerns with the member of staff (staff should include academic staff and a member of the Safeguarding Team). Staff should use professional judgement about whether having the student in attendance would hinder or support the outcome of the meeting.
 - a. At this meeting a referral to the Early Offer of Help Team at the Local Authority should be encouraged and support/permission sought from parents.
 - b. Confidentiality should be made clear and who information can and will be shared with now or in the future.
 - c. It should be made clear to parents/NOK that the College has a duty of care to the student but also to other students and therefore a referral could be made without their permission/support if we deem it necessary to safeguard the student.
 - d. Behaviour expectations should be explained and the possible impact that future intelligence or issues could have on their future at the College. It should be clear that no sanctions are being imposed at this point.
 - e. Targets are agreed to support the student e.g. improved attendance, reduced timetable, involvement with support agencies (internal/external)
 - f. A note of the meeting and agreed outcomes is recorded on ProMonitor including who is responsible for what actions/referrals.
5. Student is monitored and regular 'touch base' conversations take place
6. If further intelligence or concerns are raised, the same member of staff speaks with the Safeguarding Team to highlight the ongoing concerns and agree the

next steps that will now be taken including a referral to the Local Authority with or without parental or student permission.

A member of the Safeguarding Team will be the lead professional for any referral externally to support agencies and will maintain records of discussions/actions/targets. These will be recorded on the safeguarding database to ensure confidentiality; overviews will be added to the confidential comments section on ProMonitor so all staff involved with the student have the right information to safeguard the student moving forward.

CSE Tool Kit

Southend, Essex & Thurrock LSCP's have produced a tool kit for practitioners to use to identify the risk factors that young people are displaying. A copy of the Tool Kit is available through the Wellbeing & Safeguarding Team and will be the main tool in identifying concerns for reporting to Social Care and the Police.

If you are concerned about a young person and/or suspect that they are being abused, **do not** hold onto this information - Speak to a member of the Wellbeing & Safeguarding Team immediately. They will work with you to take immediate/appropriate action and to monitor the situation moving forward.

The Wellbeing & Safeguarding Team's Cause for Concern form is available as a download on DAVE and can prove a useful tool in tracking changes in behaviour, witnessing incidents or noting comments. These should be passed through to Safeguarding@Southessex.ac.uk

College's CSE Champion

The Head of Safeguarding is the College's CSE Champion who has access to a range of resources through the CSE Champion's Forum. If you have any concerns or questions that you would like to raise regarding CSE or CCE, please contact the Head of Safeguarding via the contact details listed on the intranet (internal) or via the details in Appendix 1: Named Staff.

Further Information

- [Child Sexual Exploitation: Guide for Practitioners](#)
- [County lines: criminal exploitation of children and vulnerable adults](#)

Appendix 7: Modern Slavery

General Principals

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) fall into this area and Modern Slavery offers extra protections and support to victims.
- Three components needed to evidence modern slavery:
 - Action
 - Recruitment, transportation, transfer, harbouring or receipt including national or across borders
 - Means
 - Threat, use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability
 - Purpose of exploitation
 - Sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, removal of organs.
- For adults all three components to be evidenced.
- For under 18's, there doesn't need to be evidence of the means as a child is unable to give informed consent.
- A person can still be a victim even if they haven't been exploited yet.
- Indicators for professionals to be aware of are listed in Modern Slavery Act 2015 – Statutory Guidance for England and Wales: [Annex A](#)

Making Referrals

- Where there is a concern of Modern Slavery the procedure for Child Protection & Vulnerable Adults will be followed as outlined in Appendix 1.
- If the person being referred is an adult they must give consent to the referral.
- A member of the Safeguarding Team will make a referral into a First Responder Organisation which will normally be Social Care or the Police.
 - A First Responder Organisation is an organisation authorised to refer potential victims into the NRM.
 - List of the First Responders include Local Authorities, Police, NSPCC, The Salvation Army and Barnardo's.
 - First Responder organisations will have named staff to deal with cases
- Forced Marriage is a crime and victims need support. Cases should be assessed on the Modern Slavery criteria as a person can be a victim of both. Referrals to the Forced Marriage Unit (FMU) should continue as the NRM may not be required due to other protections. Staff should refer to Appendix 7 on cases of Forced Marriage.

Working With Victims

Information Sharing

- Those working with victims should consider whether there are safeguarding risks to the individual if information is not shared, or if sharing the information is in the public interest, for example to stop a crime being committed.
- Safeguarding the victim should always take priority.
 - The welfare of the child is paramount, consider what is necessary and proportionate to disclose on a case-by-case basis.

Trauma-Informed Practice

- Consideration for the impact of trauma on the victims at all times as this can lead to:
 - Reluctance to, or unable to, self-identify
 - PTSD
 - Unable to recall facts
- The aim for all professionals is to not retraumatise the victim
- Consideration to also be given to secondary trauma and professional burnout for those supporting victims.
- All work by professionals to be client-centred and client-focussed.
- [Annex D](#) offers guidance on working with vulnerable people and being trauma-informed.

Useful Links

- [Modern Slavery Act 2015](#)
- [Modern Slavery – How to Identify and Support Victims](#)
- [Modern Slavery Resource Page](#)
- [Child Sexual Exploitation: Definition & Guide for Professionals](#)
- [London Safeguarding Trafficked Children Toolkit](#)
- [Child Exploitation Disruption Toolkit](#)
- [Statutory Guidance on Children who run away or go missing from home or care](#)
- [Trauma-Informed Code of Conduct](#)

Appendix 8: So-called 'Honour' Based Violence/Abuse (HBV/A) including Female Genital Mutilation (FGM) and Forced Marriage

This guidance and procedure outline the definition, indicators and actions to be taken by staff if they suspect HBA, FGM or Forced Marriage. Even though grouped together in one procedure, as most cases cross over to include all or parts, each area has its own actions.

So-called 'Honour' Based Violence/Abuse (HBV/A) and Forced Marriage can happen to both women and men, although many of the crimes involve young women and girls aged between 16 and 25. There is no 'typical' victim of HBV/A and staff should be vigilant to recognise all victims regardless of age, gender, sexuality, ethnicity or ability.

We should all be aware of the **One Chance Rule**. This may be our only chance to speak to a potential victim and so may only have one chance to save a life. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

Female Genital Mutilation (FGM)

FGM is illegal in the UK. It is an unacceptable practice for which there is no justification; it is **child abuse** and a form of **violence against women and girls**. **Staff have a mandatory reporting duty if they suspect or observe physical signs FGM has occurred.**

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion. FGM is widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. It also serves as a complex form of social control of women's sexual and reproductive rights.

FGM is known by a variety of names including 'female genital cutting', 'circumcision' or 'initiation'. The terms 'FGM' or 'cut' are increasingly used at a community level although they are not always understood by individuals in practising communities, largely because they are English terms. More guidance on terms used for FGM can be found in the Multi-Agency Statutory Guidance on Female Genital Mutilation.

The legislation requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day. However there are exceptions and staff will be advised of this during the case.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases the safeguarding procedure should be followed.

FGM is child abuse and the College will pay due regard to the seriousness of breaches of the duty.

Procedure

1. Staff report a concern and/or disclosure of FGM to the Wellbeing & Safeguarding Team.
2. Details are taken from the student and support is outlined as well as the steps that are to be taken
3. The family of the student must not be contacted to ensure the person remains safe. They must not be allowed to leave where possible.
 - a. Advice will be given to the individual on how to communicate to family members if they are seeking information on their location.
4. The Child Protection/Vulnerable Adult flowchart is followed and appropriate referrals are made to external agencies.
5. The member of staff who reported the case calls the Police to report. They will be required to give personal contact details to the Police as well as the name of the institution.
 - a. Staff can be supported in this by the Wellbeing & Safeguarding Team but must be aware that their details will be passed to the Police for follow up.
6. All staff must provide a written record of the disclosure and actions taken that they were directly involved in.

Forced Marriage

Forced Marriage is a **crime** – it is a form of violence against women and men, domestic abuse, a **serious abuse of human rights**, and where a minor is involved, **child abuse**.

It is a form of child/adult/domestic abuse and has to be treated as such; ignoring the needs of victims should never be an option. Forced marriage affects people from many communities and cultures, so cases should always be addressed using the Child Protection/Vulnerable Adult Flowchart (Appendix 1).

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.

Many young people will be living through their entire childhoods with the expectation that they will marry someone of their parents or other family members choosing. What needs to be communicated to all those at risk is that forced marriage is a **CRIME** and that they have a fundamental human right to be able to choose their future spouse.

There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the prospective spouses.

Procedure

1. Staff report a concern and/or disclosure to the Wellbeing & Safeguarding Team
2. Details are taken from the student and support is outlined as well as the steps that are to be taken
3. The family of the student must not be contacted to ensure the person remains safe. They must not be allowed to leave where possible.
 - a. Advice will be given to the individual on how to communicate to family members if they are seeking information on their location.
4. The Child Protection/Vulnerable Adult flowchart is followed and appropriate referrals are made to external agencies.
5. All staff must provide a written record of the disclosure and actions taken that they were directly involved in.

Forced Marriage Unit

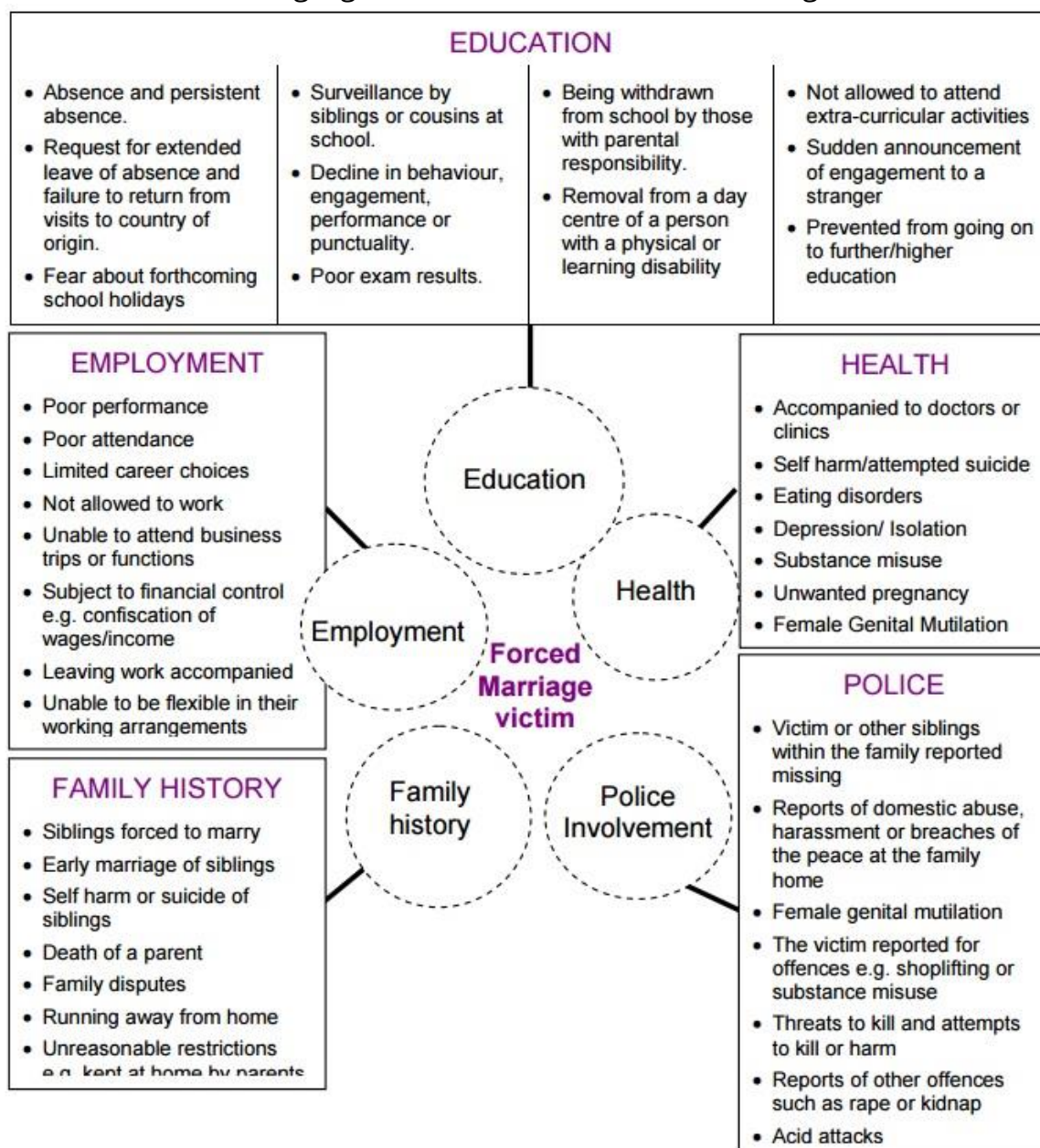
Tel: 020 7008 0151 (Mon-Fri 09.00 – 17.00)

Emergency Tel: 020 7008 1500 and ask for the Global Response Centre

Email: fmufco.gov.uk

Web: www.gov.uk/forced-marriage

Figure 1: Potential Warning Signs or Indicators of Forced Marriage



Taken from *The Right To Choose: Multi-agency statutory guidance for dealing with forced marriage* (June 2014)

So-called Honour-based Violence/Abuse

The terms “honour crime” or “honour-based violence/abuse” or “izzat” embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.

In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the “shame” or “dishonour” of the family. HBV/A can be a trigger for a forced marriage.

Appendix 9: Domestic Violence & Abuse

The Domestic Abuse Act 2021 has broadened their definition of Domestic abuse to ensure that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours including:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional;
- Coercive and controlling.

Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act.)

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Statutory Guidance and Definitions of Domestic Abuse: [Domestic Abuse: statutory guidance \(accessible version\)](#) - GOV.UK (www.gov.uk)

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse 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 should be offered support.

Reporting Concerns

1. Staff report a concern and/or disclosure to the Wellbeing & Safeguarding Team
 - a. Or a Report is received from Operation Encompass into the safeguarding Inbox
2. Student is contacted and details are taken from the student with support outlined as well as the steps that are to be taken
3. The family of the student must not be contacted to ensure the person and any victim in the home remains safe whilst more details are collected.
4. Appropriate referrals are made to external agencies and the Child Protection/Vulnerable Adult flowchart is followed if applicable.
5. Safety measures are put in place such as notifying security of alleged perpetrators and Teaching Teams being notified of change of address or emergency contact details.
6. All staff must provide a written record of the disclosure and actions taken that they were directly involved in.

The Wellbeing & Safeguarding Team will talk through the support options available to individuals including Non Molestation Orders which can be put in place within 24 hours with support from the National Centre for Domestic Violence. Referrals will be made to the most appropriate support agency in the local area.

If there is immediate concern for the young person/adult and any family members, staff will follow the process in Appendix 1. The Wellbeing & Safeguarding Team will use the Peer-on-Peer procedures for any incidents of violence or abuse between young people as outlined in Appendix 4.

Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced

domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked

Appendix 10: PREVENT Procedure: Detecting and Preventing Radicalisation & Extremism

Background

PREVENT is part of the Home Office and the Police counter-terrorism strategy and aims to stop people from becoming terrorists or supporting terrorism by working with individuals and communities to address issues before they become a criminal matter to stop people moving from extremism into terrorist-related activity.

Context

Young people in the UK are potentially vulnerable to engagement with extremist ideologies or to targeting by extremist organisations. Colleges, and other organisations that interact with young people, should be aware of these risks and be familiar with the support networks and processes in place to protect vulnerable individuals from becoming radicalised or drawn into terrorism.

The College Procedure

The College has developed internal support mechanisms and referral procedure. This procedure outlines who staff and students should contact with any concerns about fellow staff or students. The College's Wellbeing & Safeguarding Team has developed links with external agencies that can provide training and support in this area. If, once internal processes are completed, it is considered that additional external support or referral is required this can be arranged via the Safeguarding Team or Human Resources. External support will normally involve an individual being asked to voluntarily receive tailored support from relevant external individuals or organisations.

Definition of Radicalisation

The Institute of Strategic Dialogue defines radicalisation as "the process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence." Driving factors behind radicalisation can include:

- Lack of integration and/or polarisation
- Identity crises and/or isolation
- Political and/or democratic disenfranchisement
- Discrimination
- Foreign policy and/or international crises or disputes
- Political movements
- Ideologies and/or faiths

Who are we safeguarding?

There is no stereotype for people who hold extremist views. Vulnerability, isolation and personal grievances added to strong political, religious or social views, can result in a person searching for a cause. People can become vulnerable for many reasons including:

- Low self-esteem
- Guilt
- Loss
- Isolation
- Family breakdown
- Fear
- Lack of purpose
- Anger
- Peer pressure

We are by no means suggesting that one or all of these characteristics or circumstances will drive someone to terrorism. But they often lead to a sense of injustice – be that on a personal or more far reaching scale. Their vulnerabilities or susceptibilities are then exploited towards crime or terrorism by people who have their own agenda.

There is no typical gender, age, religion or background that extremists will target but they use a sense of “Duty” (belonging to a specific group), “Status” (need for reputation) and “Spiritual Rewards” (test of faith) as a way of drawing them in.

This raises the question of what will those signs of radicalisation look like: They will look a lot like troubling behaviour:

Emotional – angry, mood swings, new found arrogance

Verbal – expressing opinions that are at odds with generally shared values

Physical – appearance (tattoos), change in routine

What to do if you believe someone to be at risk of radicalisation

The College will adopt the ethos of “**Notice, Check, Share**” where there are concerns that an individual may be vulnerable.

Notice	Recognition of any changes in behaviour or appearance similar to those outlined above
Check	Speak with someone you trust like a tutor or a colleague and see what they recommend but trust your instinct if you are still concerned
Share	Speak to one of the named contacts to report your concerns. Remember trust your instinct

- A. If you are a student and concerned about another student, please “Check” with your tutor in the first instance and “Share” with the Wellbeing & Safeguarding Team
- B. If you are a student and are concerned about a member of staff, or a person who is not a member of the College e.g. guest speakers, please “Check” with the Wellbeing & Safeguarding Team and “Share” with the Head of Safeguarding or the Head of Human Resources
- C. If you are a member of staff and are concerned about a student, please “Check” and “Share” with the Wellbeing & Safeguarding Team
- D. If you are a member of staff and are concerned about another member of staff please “Check” with your Line Manager and “Share” with the Head of Human Resources
- E. If you are a member of staff and are concerned about a person who is not a member of the College, e.g. guest speaker, please “Check” and “Share” with the Head of Safeguarding

Procedure for Investigating & Referring a Radicalisation Concern

- 1. Report/concern is received by the Wellbeing & Safeguarding Team
- 2. A Safeguarding Adviser/Officer conduct initial investigation into the concern through conversations with the member of staff and the student giving consideration to:
 - a. Grievance/injustice
 - b. Identity, meaning & belonging
 - c. Status
 - d. Susceptibility to indoctrination
 - e. Political/moral motivation
 - f. Family and/or friends supporting extremist offending
 - g. Transitional periods
 - h. Them & Us thinking
 - i. Attitudes that justify offending
 - j. Criminal capability or previous offending
- 3. IT usage report requested from the IT Team
- 4. The Safeguarding Adviser/Officer will present their findings to the Head of Safeguarding or the Safeguarding & Wellbeing Manager for a case ‘Check’ so appropriate action can be taken.
- 5. Action may include:
 - a. Ongoing internal support with discussions with NOK
 - b. Referral to an internal ‘mentor’ with the appropriate knowledge to guide the student
 - c. Referral to Social Care for consideration at Channel Panel for external support
 - d. Referral to the Counter Terrorism Policing Unit for consideration at Channel Panel for external support

Responsibility for contacting PREVENT

Any of the following people are responsible for making decisions to contact Social Care and if deemed necessary the Counter-Terrorism Team at Essex Police if serious concerns are raised about a student:

- Safeguarding & Wellbeing Manager
- Head of Safeguarding
- Group Director Student Experience

Any of the following people are responsible for making the decision to contact Social Care and if deemed necessary the Counter-Terrorism Team at Essex Police if serious concerns are raised about a member of staff:

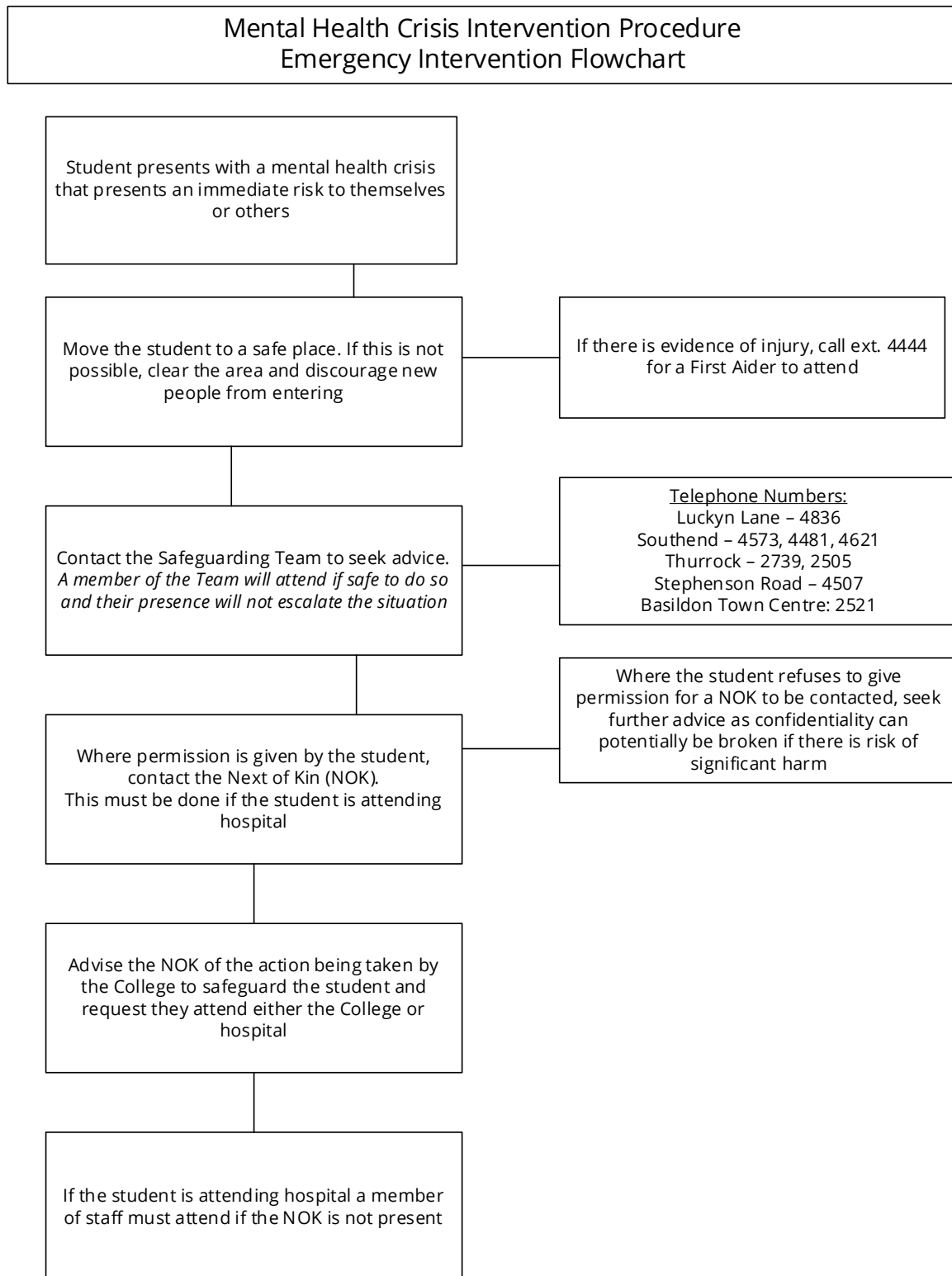
- Head of Human Resources
- Human Resources Operation Manager
- Head of Safeguarding
- Group Director Student Experience
- Deputy Principal

Any of the following people are responsible for making the decision to contact the Counter-Terrorism Team at Essex Police if serious concerns are raised about a person who is not a member of the College e.g. guest speaker:

- Safeguarding & Wellbeing Manager
- Head of Safeguarding
- Head of Human Resources
- HR Operations Manager
- Group Director Student Experience
- Deputy Principal

NB: As outlined in Keeping Children Safe in Education (September 2022), anyone has the right to refer to Social Care regarding any concerns for an individual. The College gives this right with regards to extremism and anyone can report a concern to Essex Police via 101. Where this does occur please inform the Wellbeing & Safeguarding Team with regards to a student or member of the public who visits the College and the Head of Human Resources with regards to a member of staff. Where there is threat to life a call to 999 must be made immediately – staff are required to familiarise themselves with the College's Critical Incident Plan for further details.

Appendix 11: Mental Health Crisis Intervention including Suicide Ideation



Actions following a Mental Health Crisis

- Staff involved in supporting the Student to write a brief statement on the incident and send through to the Head of Student Services and Safeguarding & Wellbeing Manager.
- These statements will be used to consider the support and referrals needed for this student and will support the Return to Study Discussion.
- A member of the Wellbeing & Safeguarding Team will be allocated to the case if not already in place.
- The Return to Study meeting will be booked when the Safeguarding Team follow up with the student or NOK and information from external agencies is collected to inform an SMP and/or safety plan.
- Relevant plans and strategies will be shared with the Teaching Team

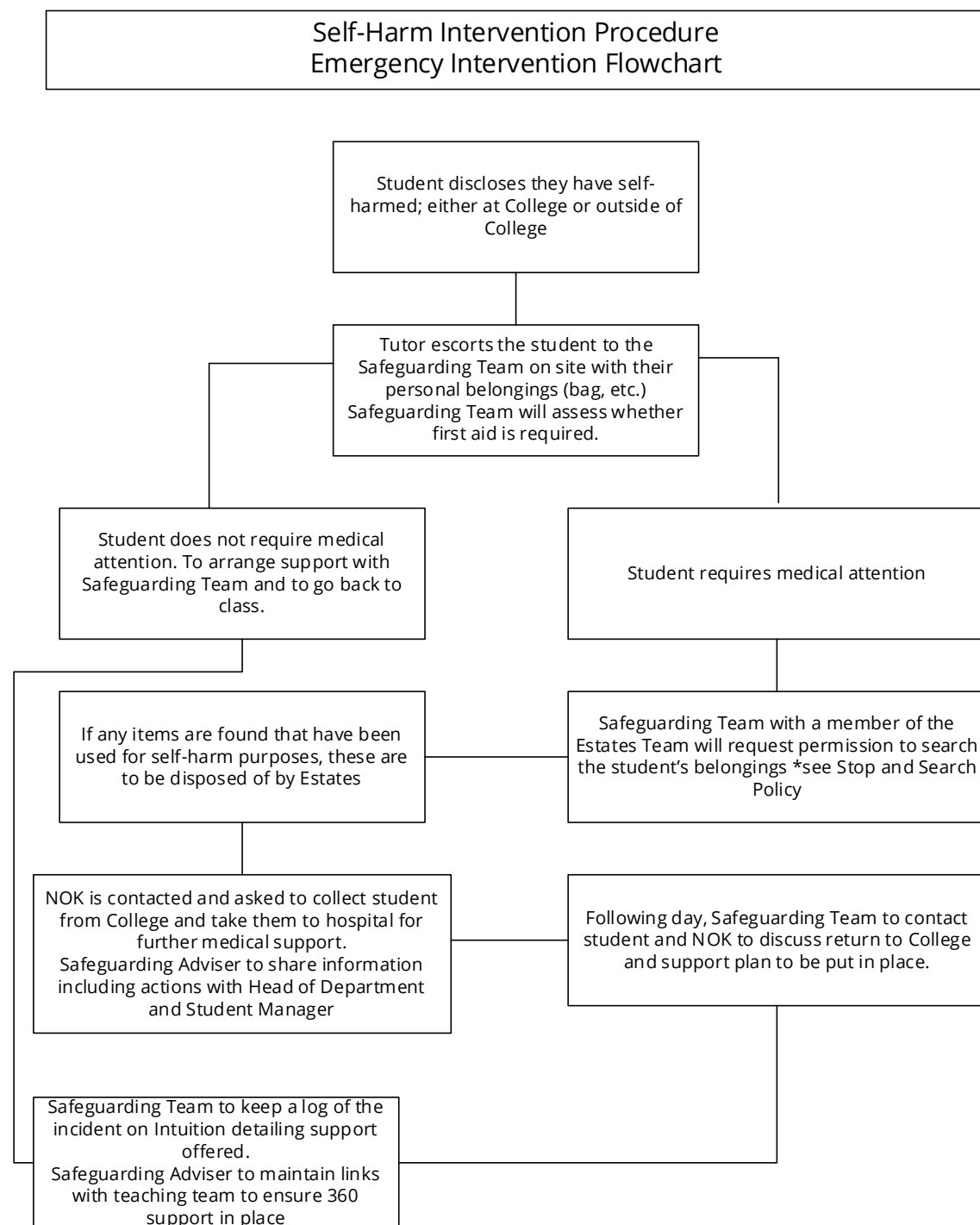
Support to Continue Studies Request (Supporting Positive Behaviours Policy)

The Head of Safeguarding or Safeguarding & Wellbeing Manager will discuss any temporary suspensions based on medical grounds with the Group Director Student Experience as outlined in the Supporting Positive Behaviours Policy.

Mental Health First Aiders (MHFA)

Staff across the College are trained as MHFA and will be available to any student or staff member who is in crisis. They will follow the above procedure to provide support to the person. The case will be referred to the Wellbeing & Safeguarding Team for future support including joint working with Additional Learning Support.

Appendix 12: Self-Harm Intervention Procedure



Actions following a Crisis

Staff to write a brief statement on the incident and send through to safeguarding@southessex.ac.uk titled URGENT. These statements will be used to consider the support and referrals required for this student and will inform the Return to Study Discussion. In the event of a serious incident of self-harm whereby the student is unresponsive, assessment on whether 999 response is required. Please call ext 4444 and request immediate First Aid support as well as a clear location for the ambulance staff

The Return to Study meeting will be booked when the Safeguarding Team follow up with the student or NOK and information from external agencies is collected to inform an SMP

Purpose of the Self-Harm Intervention Procedure

South Essex College recognises the importance of fostering an environment conducive to positive mental health and wellbeing. We seek to provide a supportive culture that is student-centred, allowing students to achieve and succeed whilst considering the safety and wellbeing of everyone who works and studies here.

This procedure formalises the intervention process which is taken by South Essex College where there is a concern or incident of self-harm.

The procedure is to be considered as a supportive process and should not be used in replacement to any other policies. The procedure may be used in conjunction with other policies such as the Safeguarding Policy or the Supporting Positive Behaviours Policy. For example, if a student demonstrates unacceptable behaviour through this process, it may be necessary to instigate the Behaviour Policy. Equally, we have a duty of care to safeguard an individual and the wider student and staff cohort; disclosures may prompt the Fitness to Study process within the Supporting Positive Behaviours Policy & Procedure. Fitness to Study allows for a holistic view of support both internally and externally as well as considering impact on academic studies.

The intention is to open communication between College, individual and NOK (where applicable) to show a fair and consistent process to highlight what is reasonable in an educational setting and limits to the individual support that can be provided within the College.

Below sets the expectation of staff, students, parents and guardians around incidents of self-harm. The procedure covers:

- The referral and support process for incidents of self-harm within our student cohort and how staff, students and next of kin can offer support in the short and long-term.
- To provide support depending upon the individual needs of the student.
- For students to have support and access to the Wellbeing & Safeguarding Team who will focus on developing student self-esteem and promote self-directed safeguarding
- To have clear guidelines for staff – when to refer a student for support, who to refer to internally, when parents and outside agencies must be contacted.
- Education about self-harm for students and staff during Mental Health events and other yearly enrichment events.

What is self-harm?

Self-harm is any deliberate, non-suicidal behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. It can include cutting,

scratching, burning, banging and bruising, overdosing (without suicidal intent) and deliberate bone-breaking/spraining.

Risk factors associated with self-harm:

- Sudden changes in behaviour and academic performance.
- Social Media influence of 'pro-self-harm' websites
- Mental health disorders including depression and eating disorders.
- Drug / alcohol abuse, and other risk-taking behaviour.
- Recent trauma e.g. death of relative, parental divorce.
- Negative thought patterns, and low self-esteem.
- Bullying Abuse – sexual, physical and emotional.

Roles and Responsibilities of Staff:

All staff and teachers are expected to:

- Listen to students in emotional distress calmly and in a non-judgemental way.
- Report self-harm to the Wellbeing & Safeguarding Team who are the designated persons for any incidents of self-harm and risk assessment.
- Do not offer confidentiality.
- Reassure students that they will be listened to and if information is to be shared with their appointed Next of Kin, they will be told this prior to any conversations taking place.
- During Induction Week and throughout the year, promote the support of the Wellbeing & Safeguarding Team.
- Be aware of the Wellbeing & Safeguarding Team, their contact information, where they are based
- Be aware of the First Aid process, who the First Aider in the department is and the emergency number (ext 4444).

The Wellbeing & Safeguarding Team will:

- Keep records on Intuition of self-harm incidents and all concerns whereby First Aid have been notified will be logged with the Estates Team.
- Follow the Self-Harm Intervention Procedure (see above flow chart) in place for a student who has disclosed self-harm.
- Liaise with external agencies (such as EWMHS, Mind and Therapy for You) about support available for students who self-harm.
- Keep up-to-date with information about self-harm and attend relevant training.
- Liaise with Head of Departments, Academic Managers and Course Team Leaders and Safeguarding and Wellbeing Manager to ensure key staff aware of students who are self-harming.
- Contact parent/ guardian/ Next of Kin and arrange a suitable meeting to address concerns for a student's wellbeing potentially before and after an incident of self-harm.

- Maintain a student-centred approach and involve the student throughout the process, making sure their wishes and expectations of support are shared.
- Inform parent/ guardian/ Next of Kin about appropriate help and support for their child which is available.
- Monitor the student's progress following an incident.
- Know when people other than guardians and parents (e.g. Social Workers, GPs, EWMHS, Key Workers, etc) need to be informed.

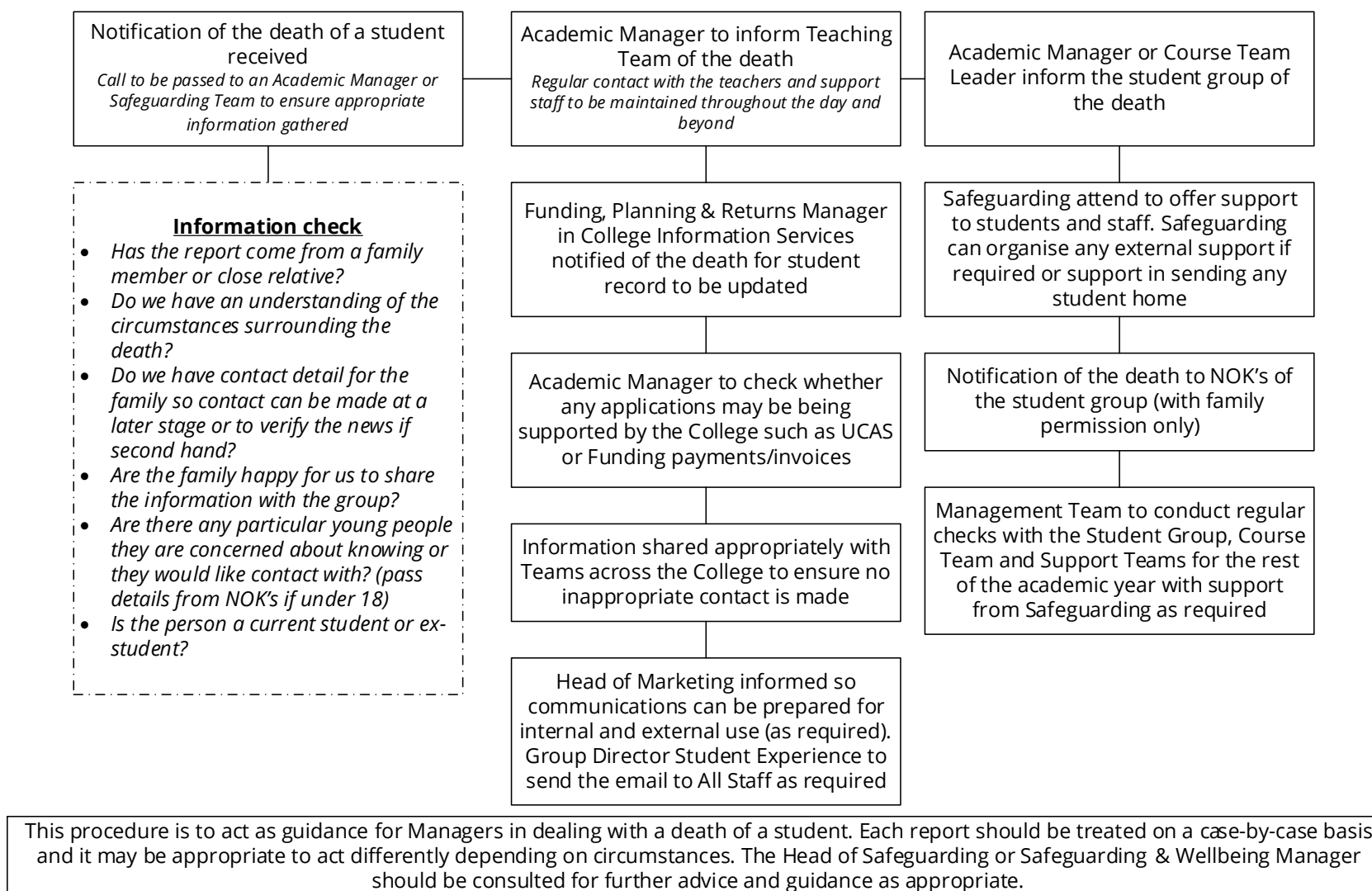
A Student will be expected to:

- Not to display open wounds / injuries. These must be dressed appropriately.
- Talk to the appropriate staff member if they are in emotional distress.
- Alert a member of staff if they suspect a friend or another student at serious risk of harm to themselves or someone else.

Parents will be encouraged to:

- Fully support the College's approach to self-harm education and support available.
- Work in partnership with South Essex College.
- Work with any external agencies involved and attend meetings held at the College to ensure support is relevant, in place and any concerns address immediately.

Appendix 13: Death of a Student Procedure Flowchart



Appendix 14: Risk Management & Information Sharing

Not all incidents will be a safeguarding or child protection concern but may need an immediate intervention by a member of the Wellbeing & Safeguarding Team. The Safeguarding Team will work with all parties to ensure that referrals are made to suitable agencies and parents/carers are made aware of the steps being taken (where appropriate).

The scenarios outlined below is by no means prescriptive or exhaustive but is designed to give staff an overview of the type of intervention the Wellbeing & Safeguarding Team will undertake to support students. Also outlined is how the College can share information with external agencies and the reasons for sharing is within the public and vital interest (see Keeping Children Safe Annex Definitions)

Low Threshold/Early Help Referrals

Not all referrals to Local Authority Children's or Adult's Social Care will meet their threshold for support. In these cases the Wellbeing & Safeguarding Team will work with students and their parents/carers to access support via the Early Offer of Help (EOH) available within each Local Authority. The EOH will enable appropriate and targeted support to be put in place for students and their families, as well as providing a comprehensive action plan and monitoring process.

Homelessness

If a student declares that they are homeless, a member of the Wellbeing & Safeguarding Team can support to explore avenues to ensure that the student has safe accommodation. Referrals to Supported Housing can be a lengthy process so interim support must be explored and referrals to Early Help Teams.

Emergency Funding

Teams within Student Experience are able to access emergency funding to support students who may be facing a financial emergency. This is a short term solution to ensure that a student's welfare is protected. Staff should direct students to the Funding Team to access any possible emergency funding.

Mental Health & Wellbeing Support

Some cases of ill mental health can seem like a crisis incident and if staff are concerned they should follow the procedure outlined in Appendix 10.

The Mental Health Support Teams are available at the College for 16 and 17 year old's who are experiencing low to moderate anxiety & depression. Students can self-refer to speak with a member of the Wellbeing & safeguarding Team. Information will be made available on the College Website and VLE Platforms.

The College will also provide an in-house counselling service for students. Students can self-refer to speak with a member of the Wellbeing & safeguarding Team.

The Wellbeing & Safeguarding Team can make referrals to the family GP and the EWMHS (Emotional wellbeing and mental health service) for young people and Therapy for You for students over 18 to ensure they are accessing the right support.

EWMHS - 0300 300 1600 Crisis Link – 01268 739111 Therapy for You – 01268 739 128

Police Enquiries & Partnership Working

Any reports to or from the Police should be passed through the Wellbeing & Safeguarding Team and the Estates Management Team. This will ensure that data protection guidelines are followed and information is shared appropriately with the Police. Data sharing agreements will be in place with local community policing teams to support information sharing that protects people and communities. Staff should not give out details to the Police without first seeing a Disclosure of Personal Data form. This form is available from Estates and the Wellbeing & Safeguarding Team.

Gang, County Lines and Youth Violence Prevention

The College proactively work with the Police and Community Safety Partnerships to end gang and youth violence which can also include drug supply lines. To safeguard students and staff information on known individuals or incidents will be passed to the Police and relevant teams to prevent a crime or risk to individual(s). This information will not be subject to a Disclosure of Personal Data form at point of reporting but may require one if the police investigate further.

Appendix 15: Pre-16's, 16-18's and Vulnerable Adults Missing from Education including the procedure for Home Visits

Students disengage from education for a number of reasons. This procedure outlines what staff should do where a student is missing from College and the contact that should be made. A log of attempted communication should be kept and notes of any concerns regarding change in behaviour or circumstances.

Students aged 14 or 15 on the 31 August in the academic year in which they enrol at College are considered to be of statutory school age and therefore a pre-16.

A student aged 16-18 is required to be in education (full-time study, apprenticeship or employment with training) until the age of 18. The responsibility to be in education or employment is placed on the young person.

A student aged 16-18 will be defined as missing from education if there has been 2 days without any contact to explain absence.

Staff will take the following steps in seeking reasons for absence.

Day One:

1. Phone call to student mobile number on the first day of absence
2. Phone call to home/landline number if no answer on the above
3. Phone call to next of kin (NOK) details if no answer on the above
4. Second phone call made to student and NOK after 1600

Day Two:

1. Repeat the above steps by calling all contact numbers held
2. If no answer, email to be sent to the student and NOK asking for a call back
3. Notification email sent to the Safeguarding Team to notify them of a possible missing student, staff to include any concerns they have regarding the young person
4. There will be a holding period of 48 hours once the email has been sent.

Staff are advised to take the following steps if no response is made to any phone calls or emails after 48 hours:

1. Confidential conversation with close friends of the student to see if they have heard from them but also to check contact numbers.
2. A letter sent home first class regarding the absence.
3. Repeat of Day One and Two actions.
4. Liaison with the Wellbeing & Safeguarding Team to consider whether it is necessary to involve external agencies

Home Visits

Staff can arrange for Home Visits with students, where possible these should be prearranged with the student and any parent/carer. Staff can also make unannounced home visits if they are struggling to make contact with the student or parent/carer.

Staff must apply the general principles before any home visit, prearranged or unannounced:

- Staff must never attend a property alone and a colleague must be with them in support.
- An agreed time with your Line Manager to make the visit including the time that staff will return must be logged.
- Contact telephone numbers of both staff are to be left with the Line Manager.

Notes on Pre-16's

The College will work collaboratively with appropriate Local Authorities in order to share information about the attendance and/or absences (both authorised and unauthorised). They will support the LA should they consider it necessary to take action. The designated staff for Pre-16's will be responsible for maintaining contact with parents/NOK and the LA.

Appendix 16: Further Information & Useful Links

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on its website www.nspcc.org.uk Schools and colleges can also access guidance on the issues listed below or from their Local Safeguarding Boards:

- [child sexual exploitation \(CSE\)](#)
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs advice from Frank](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [Promoting & Supporting Mental Health & Wellbeing in Colleges](#)
- [radicalisation](#)
- [sexting advice](#)
- [teenage relationship abuse](#)
- [trafficking](#)

Local Safeguarding Boards

- [Essex Children's Safeguarding Board](#)
- [Essex Adult's Safeguarding Board](#)
- [Southend Safeguarding Partnership – Children's & Adult's](#)

POLICY DATE & TITLE

- [Thurrock Children's Safeguarding Partnership](#)
- [Thurrock Adult's Safeguarding Board](#)

Staff can also find further information and guidance in Annex B of [Keeping Children Safe in Education](#)



Senior Leadership Responsibility	Group Director Student Experience
Policy Author	Head of Safeguarding
Roles Responsible for Reviewing	Group Director Student Experience Head of Safeguarding
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