



**NEW COLLEGE LEICESTER**



# **Child Protection and Safeguarding Policy**

June 2019

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## 1. INTRODUCTION

1.1 Safeguarding is defined as –

- Protecting children from any form of maltreatment;
- Preventing impairment of children's physical and/or mental health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 New College Leicester is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All young people have the right to be protected from harm;
- Young people need to be safe and to feel safe in college;
- Young people need support which matches their individual needs, including those who may have experienced abuse;
- All young people have the right to speak freely and voice their values and beliefs;
- All young people must be encouraged to respect each other's values and support each other;
- All young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable young person will achieve better educationally;
- Colleges can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 This policy should be read in conjunction with New College Leicester's Privacy Notice. That brings this policy in line with the GDPR Act 2018

1.4 New College Leicester will fulfil their local and national responsibilities as laid out in the following documents:-

- [Working Together to Safeguard Children \(DfE 2018\)](#)
- [Keeping Children Safe in Education: Statutory guidance for colleges and colleges \(DfE Sept 2018\)](#)
- [The Procedures of Leicester Safeguarding Children Board](#)
- [The Children Act 1989](#)
- [The Education Act 2002 s175 / s157](#)
- [Mental Health and Behaviour in Colleges: Departmental Advice \(DfE 2016\)](#)

## **2. OVERALL AIMS**

2.1 This policy will contribute to safeguarding our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the college, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation, or victimisation

2.2 This policy will contribute to supporting our students by:

- Identifying and protecting the most vulnerable. We understand that additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities and will act accordingly to ensure that they are safeguarded.
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

2.3 This policy will contribute to the protection of our students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with students/parents/carers and external agencies.

## **3. KEY PRINCIPLES**

3.1 These are the key principles of safeguarding.

- Always see and listen the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build professional relationships.
- Outcomes not outputs.

3.2 In addition the Leicester Safeguarding Children Board has identified the following key safeguarding messages:

- Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of the children.
- Governance is corporate, and decisions are collective, but individual governors can and should take the lead on specific aspects of college life such as safeguarding.
- When issues arise, head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

#### **4. EXPECTATIONS IN NEW COLLEGE LEICESTER**

##### **4.1 All staff and visitors will:**

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, exam invigilators etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans, Early Help support, Team around the family meetings and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns for the attention of the Designated Safeguarding Lead (DSL) Mrs E Rudge-Tezcan and Designated Members of Staff (DMS) Mrs B Walker, Mrs F Rogers, Mrs J Amani and Mr M Pereira
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the Designated Safeguarding Lead or one of the DMS' immediately in person or via My Concern, and provide a written account as soon as possible;

4.2 All staff will receive safeguarding refresher training annually and receive ongoing safeguarding training throughout the academic year on different safeguarding issues. All staff are kept up to date on any new safeguarding topics, for example allegations of abuse made against other children, honour-based violence, forced marriage and the importance of multi-agency working arrangements (KCSIE 2018)

4.3 Staff members who start midway through the academic year receive initial safeguarding training at the start of their employment.

##### **4.4 Extended college and before and after college activities**

- Where the governing body provides services or activities directly under the supervision or management of college staff, the college's arrangements for child protection will apply.
- Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the college on these matters where appropriate.

#### **5. THE DESIGNATED SAFEGUARDING LEAD**

5.1 Our Designated Safeguarding Lead on the senior leadership team is Mrs E Rudge-Tezcan. She has lead responsibility and management oversight and accountability for child protection and, with the Principal, will be responsible for coordinating all child protection activity.

5.2 The Designated Safeguarding Lead will undertake safeguarding refresher training every two years, in line with local authority regulations, and will undertake ongoing training on safeguarding topics to develop their knowledge and skills.

- 5.3 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes from safeguarding review meetings that take place every three weeks and from records on MyConcern.
- 5.4 When the college has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Principal.
- 5.5 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead or Designated Member of Staff feel their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.
- 5.6 Hard copies of any child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child-hard copies or electronically on MyConcern : the college will not keep family files. Files will be kept for at least the period during which the child is attending the college, and beyond that in line with current data legislation and guidance.
- 5.7 Access to hard or electronic copies of child protection records by staff other than by the Designated Safeguarding Lead or Designated Member of Staff will be restricted, and a record will be kept of who has had access to them and when.
- 5.8 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home college policies and give due regard to which adults have parental responsibility.
- 5.9 We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- 5.10 If a student moves from our college, child protection records will be forwarded on to the Designated Safeguarding Lead at the new college, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two colleges may be necessary. We will record where and to whom the records have been passed and the date.
- 5.11 If sending by post student records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 5.12 If a student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 5.13 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

- 5.14 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 5.15 In exceptional circumstances when a face to face handover is unfeasible, the Principal will ensure that the new post holder is fully conversant with all procedures and case files.

## **6. THE GOVERNING BODY**

6.1 The Governing Body are the accountable body for ensuring the safety of the college.

6.2 The Governing Body will ensure that:

- The college has a safeguarding policy in accordance with the procedures of Leicester Safeguarding Children Board;
- The college operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the college’s leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead and DMS’ attends appropriate safeguarding refresher training every two years;
- The Principal and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the college’s arrangements for child protection and their responsibilities;
- The college remedies any deficiencies or weaknesses brought to its attention without delay; and
- The college has procedures for dealing with allegations of abuse against staff/volunteers.
- The college’s Lettings Policy seeks to ensure the suitability of adults working with children on-site at any time.
- The name of any member of staff considered not suitable to work with children will be notified to the relevant authorities, with the advice and support of the Local Authority Designated Officer (LADO)

6.3 The Governing Body reviews its policies/procedures annually

6.4 The Nominated Governor for child protection at the college is Mrs S Thistlethwaite. The Nominated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

6.5 The Nominated Governor will liaise with the Principal and the Designated Safeguarding Lead to produce an annual report for governors in the autumn term.

6.6 The Chair of the Governing Body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal.

## **7. A SAFER COLLEGE CULTURE**

### **Safer Recruitment and Selection**

- 7.1 The college pays full regard to 'Keeping Children Safe in Education' (DfES 2018). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- 7.2 All recruitment materials will include reference to the college's commitment to safeguarding and promoting the wellbeing of students.
- 7.3 The Principal and Administration/HR Manager have undertaken CWDC/NCSL Safer Recruitment training. One of the above will be involved in **all** staff/volunteer recruitment processes and sit on the recruitment panel for all staff appointments.

### **Staff support**

- 7.4 We recognise the stressful and traumatic nature of child protection work. We will support staff, including Designated Members of staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate. Support for the Designated Safeguarding Lead will come from the Principal or Designated governor for safeguarding.

## **8. OUR ROLE IN THE PREVENTION OF ABUSE**

- 8.1 We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### **The curriculum**

- 8.2 Safeguarding issues will be addressed through the PSHE curriculum, for example the dangers of child sexual exploitation (CSE), sexting and grooming, peer on peer abuse, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying. Honour based violence and forced marriage are also addressed in an age appropriate way in the PSHE curriculum.
- 8.3 Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, assemblies and safeguarding workshops.

### **Other areas of work**

- 8.4 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole college approach.
- 8.5 Our safeguarding policy cannot be separated from the general ethos of the college, which ensures that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## 9. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM,

- 9.1 Since 2010, when the Government published the Prevent Strategy. All schools have due regard to the need to prevent young people from being drawn into terrorism (KCSIE 2018). There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 9.2 New College Leicester values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 9.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. New College Leicester is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 9.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.
- 9.5 New College Leicester seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **Risk reduction**

- 9.6 The college's governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the college and put actions in place to reduce that risk. Risk assessment may include consideration of the college's RE curriculum, SEND policy, assemblies, the use of college premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the college's profile, community and philosophy.

### **Response**

- 9.7 Our college, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for New College Leicester is Mrs E Rudge-Tezcan. The responsibilities of the SPOC are described in Appendix Five.
- 9.8 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead immediately and record their concerns on MyConcern.
- 9.9 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection

to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

**10. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION (including CSE, grooming and sexting), HONOUR BASED VIOLENCE, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, TRAFFICKING AND PEER ON PEER ABUSE. (*Indicators of CSE, grooming, FGM, honour based violence, forced marriage and peer on peer abuse can be found in the appendices*).**

- 10.1 Our safeguarding policy, through the college's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 10.2 Our college keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 10.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
- 10.4 Our college works with and engages our families and communities to talk about such issues,
- 10.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 10.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary and understands the legal requirement to report any FGM to the Police/Safeguarding.
- 10.7 Our college brings in experts and uses specialist material to support the work we do.

**11. SAFEGUARDING STUDENTS IN PRIVATE FOSTERING ARRANGEMENTS**

- 11.1 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if a young person is disabled) by someone other than a parent or close relative in their own home with the intention that it should last for 28 days or more. A close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half-siblings and step parents. It does not include great aunts or uncles or great grandparents.
- 11.2 If the above applies to a young person at New College procedures will be followed as set out by Leicester Safeguarding Children's Board.

**12. WHAT WE DO WHEN WE ARE CONCERNED**

- 12.1 Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within college to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the college's concern about the young person's vulnerability and how the family and college can work together to reduce the risk.
- 12.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

- The DSL/SPOC can decide to notify the Local Authority Safeguarding Team of the decision so that a strategic overview can be maintained, and any themes or common factors can be recognised; and
- The college will review the situation after taking appropriate action to address the concerns.

12.3 The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Early Intervention and/or making a referral to children's social care.

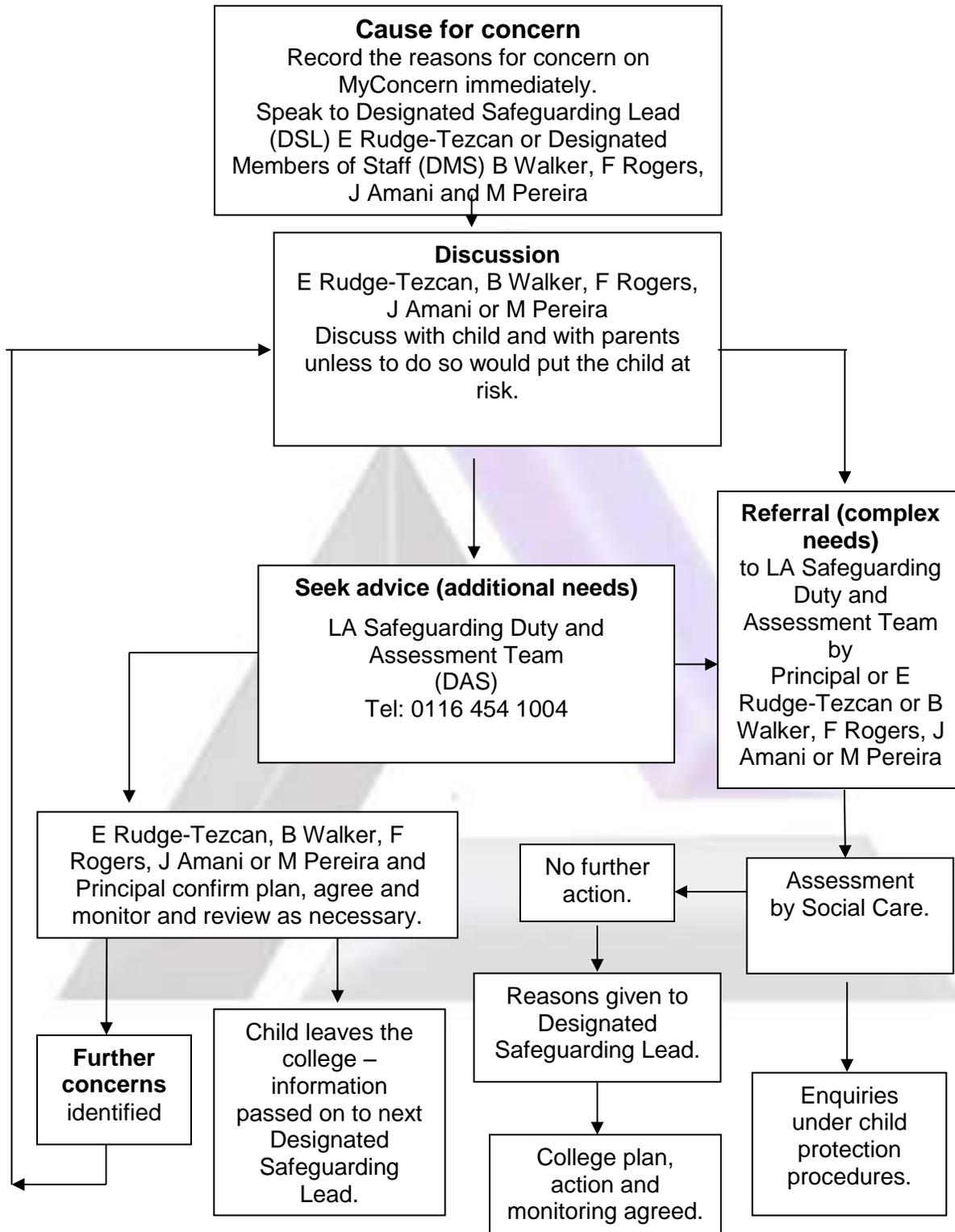
12.4 If the concerns about the student are significant and meet the additional needs/complex need criteria, they will be referred to the Local Authority Safeguarding Team. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

### **13. SAFEGUARDING LOOKED AFTER OR PREVIOUSLY LOOKED AFTER STUDENTS**

13.1 At New College we understand the vulnerability of our looked after and previously looked after students. Students who fall in either of these categories are closely monitored on a day to day basis and are individually discussed in the three weekly safeguarding review meetings. Appropriate action, in line with local and national safeguarding procedures, are taken if any safeguarding issues arise for students in either of these categories.

# PART TWO – THE KEY PROCEDURES

## RESPONDING TO CONCERNS ABOUT A CHILD



Please note: Any member of staff can refer a child directly to the LA Safeguarding Duty and Assessment Team on 0116 454 1004 – this should only be the case if the member of staff in question is unable to contact E Rudge-Tezcan, B Walker, F Rogers, J Amani, M Pereira or J Brown and the situation is critical.

## **14. INVOLVING PARENTS/CARERS**

- 14.1 In general, we will discuss any child protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the college will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 14.2 Parents/carers will be informed about our Safeguarding Policy through our prospectus, website and newsletters.

## **15. MULTI-AGENCY WORK**

- 15.1 We work in partnership with other agencies in the best interests of our students. The college will, where necessary, make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead or Designated Member of Staff to the LA Duty and Assessment Team. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager or another social worker in the team.
- 15.2 We will co-operate with any child protection enquiries conducted by children's social care: the college will endeavour to ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- 15.3 We will provide reports as required for these meetings. If the college is unable to attend, a written report will be sent. The report will, wherever possible and appropriate be shared with parents/carers at least 24 hours prior to the meeting.
- 15.4 Where a student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference meeting, the college will contribute to the preparation, implementation and review of the plan as appropriate.

## **16. EARLY HELP**

At New College we recognise that there are occasions when our young people and their families might benefit from support from Early help. An Early help assessment is where children and young people and their families require support from multi-agency response at an early help threshold to prevent escalation of issues. Early help brings together services across the city from agencies which provide services to children, young people and their families. If it is felt that a young person and their families would benefit from Early help support then an Early help referral is made by the Designated Safeguarding Lead, a Designated Member of staff or on occasions by a Head of Year.

## **17. OUR ROLE IN SUPPORTING CHILDREN**

- 17.1 We will offer appropriate support to individual students who have experienced abuse or who have abused others.

- 17.2 An individual support plan will be devised, implemented and reviewed regularly for these students. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept on MyConcern.
- 17.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the college community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 17.4 We will ensure the college works in partnership with parents/carers and other agencies as appropriate.

## **18. PROTECTING YOURSELF**

**You should at all times avoid putting yourself or being put, into vulnerable situations where your actions can be misinterpreted.**

### **YOU SHOULD NOT:**

- Meet with a young person on your own in a classroom or confined space. If however, this occasion does arise, e.g. a student wishes to tell you something confidential or make a disclosure, you should tell someone what you are doing. Make sure either the door is open or there is a window or glass panel in the door. Always place yourself so you are visible.
- Offer to pay for a student to go, for example, on a college trip.
- Grab a student by any part of their body.
- Grab a student by their clothing or property.
- Give a student a compliment that relates to their physical appearance
- Push a student.
- Stand in a doorway to prevent a student from leaving.
- Place your extended arm in the doorway to prevent a student from leaving.
- Threaten students.
- Take photographs of students other than for educational purposes only.
- Move chairs from underneath students in an attempt to move them to another part of the classroom or teaching area.
- Make derogatory remarks about a student, their siblings or their parents/carers, either in front of them or to other colleagues.
- Offer to give a lift to a student in your car unless in an emergency. If this is the case you should always seek permission from the parent/carer first and alert either the Designated safeguarding Lead or a Designated member of staff. An escort should be found to accompany you.
- Lock yourself in a classroom with your students.
- Do not communicate with any student via social networking sites
- Meet up with a student or their parents/carers for social activities
- Undertake lone visits to a student's home. Always take a colleague with you.

Using non-confrontational speech and body language should always be used to diffuse situations. Physical contact and restraint should only ever be used when there is a danger to staff or students.

## 19. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

19.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- behaved in a way that has harmed a student or may have harmed a student;
- possibly committed a criminal offence against or related to a student; or
- behaved in a way that indicates s/he is unsuitable to work with children.

19.2 Although it is an uncomfortable thought, it must be acknowledged that there is the potential for staff in college to abuse children.

19.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards students immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Principal unless the concern relates to the Principal. If the concern relates to the Principal, it must be reported immediately to the Local Authority Designated Officer (LADO) Jude Atkinson or Elisha Ward (Assistant to LADO) on 0116 454 2400 in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.

19.4 All allegations made against staff are treated very seriously and are investigated following the LA procedures.

All allegations are dealt with via a multi-agency approach. The Strategy Meeting convened in such cases is attended by:

- Principal of New College Leicester
- A representative from Social Care and Health
- A representative from The Child Protection Unit
- A representative from The LA
- A representative from the Police

It is held to support and protect students and staff.

As a result of the meeting there are two ways to proceed.

### **Either:**

The case is dismissed

### **Or**

An investigation by The Police and Social Care & Health begins.

**A decision may also be taken to suspend a member of staff, without prejudice, directly after the meeting has taken place.**

Allegations against staff are dealt with professionally, impartially and with sensitivity.

It is important to stress that we all have a duty as professionals to support our colleagues. This includes making them aware of our concerns about them and offering advice. If, however such unprofessional behaviour towards young people continues then we have a duty to report this.

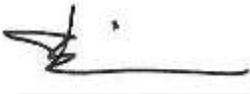
**The best advice of all is, do not put yourself in this difficult position in the first place.**

**We must protect young people, but we must also protect ourselves.**

**20. CHILDREN WITH ADDITIONAL NEEDS**

20.1 New College Leicester recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

20.2 When the college is considering excluding, either fixed term or permanently, a vulnerable student and or a student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Body.

Author:	Mrs Jane Brown – Principal			
Review Date:	June 2020			
Signed:		Chair of Governors: Sue Billington	Date:	20.06.19
Signed:		Principal: Jane Brown	Date:	20.06.19

## DEFINITIONS AND INDICATORS OF ABUSE

### 1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor college attendance or often late for college;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from college; or
- The child is left at home alone or with inappropriate carers

### 2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;

- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### **3. SEXUAL ABUSE**

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### **4. SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to the LA’s children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

#### **5. EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 also involve seeing or hearing the ill-treatment of another person. 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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## 6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## 7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

## DEALING WITH A DISCLOSURE OF ABUSE

### When a young person tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Listen attentively to the young person
- Do not communicate shock, anger or embarrassment.
- Reassure the young person. Tell her/him that they have done the right thing by speaking to you
- **Never** enter into a pact of secrecy with the young person. Assure her/him that you will try to help but let the young person know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Young people very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the young person that it is not her/his fault.
- Encourage the young person to talk but do not ask "leading questions" or press for information.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the young person for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the young person that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the young person may retract what s/he has told you. It is essential to record all you have heard on MyConcern.
- At the end of the conversation, tell the young person again who you are going to tell and why that person or those people need to know.
- Do not criticise or make a judgement against the young person's alleged perpetrator. They may love her/him and reconciliation maybe possible.
- Do not speak with anyone to whom the allegations are made against. This is even if the allegations are made against a colleague.
- Make a detailed record of the conversation using the child's own language and immediately record the concern on MyConcern and attach any written documents . Include any questions you may have asked. Do not add any opinions or interpretations.

**NB** It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### There are also **things you should not do**:

- **Do not** react in an extreme way to what a young person has told you, e.g., shock, horror, and anger. A young person might retract their disclosure if met with revulsion.
- **Do not** promise confidentiality as you have a duty to refer a young person who is at risk
- **Do not** contact the parents/carers
- **Do not** interrogate a young person.
- **Do not** ask leading questions, e.g., "Were your breasts touched?" Such questions may invalidate your evidence in any later prosecution in court. Instead ask open questions like "Is there anything else you would like to tell me?"
- **Do not** tell a young person how they should be feeling
- **Do not** make promises that you cannot keep, e.g. "it'll be ok now, promise"
- **Do not** examine a young person physically. However, you may take note of any injuries or marks that are

visible, e.g. on the arms, face.

- **Do not** criticise or make a judgement against the young person's alleged perpetrator. They may love her/him and reconciliation may be possible.
- **Do not** speak with anyone to whom the allegations are made against. This is even if the allegations are made against a colleague.
- **Do not** destroy any original notes. Attach them to MyConcern. These may be used in Court should a case proceed further.

#### **WHAT HAPPENS NEXT?**

- After the disclosure and notes have been taken, E Rudge-Tezcan, B Walker, F Rogers, J Amani or M Periera should be contacted and the concern recorded immediately on MyConcern.
- E Rudge-Tezcan, B Walker, F Rogers, J Amani or M Periera will then meet with the young person to explain what will happen next, and to make sure there is nothing missed out of the notes.
- The disclosure will then be followed up with the appropriate course of action being taken.
- All Child Protection information relating to students is confidential and is kept secure. All admin for Child Protections is carried out by Lynn Dawson (Human resources/Admin Manager)
- Wherever possible the member of staff who was initially disclosed to, will be informed of progress. However, still within the bounds of confidentiality.

It is important to "off load" after a disclosure has been made to you. Please do not take home with you a child's emotion or their situation. Your Line Manager, SLT link or Designated Safeguarding Lead or a Designated Member of staff will listen to you.

However there is an external counselling support team - AMICA HELPLINE- 0116 2544388, a confidential counselling telephone service, who can support you through disclosures.

## ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
  - **Emotional**  
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.
  - **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
  
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. The Principal will carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation herself or interview students.
  
3. The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Jude Atkinson or Elisha Ward ( Assistant to LADO) on 0116 454 2400. The LADO Team will liaise with the Principal and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the college's own internal procedures.
  - If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
  
4. Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward.

## INDICATORS OF FEMALE GENITALIA MUTILATION

Female Genital Mutilation (FGM) refers to procedures that intentionally alters or causes injury to the female genital organs for non-medical reasons. Female Genital Mutilation (FGM) is illegal in the UK and anyone found to be carrying out FGM or helping it to take place can face up to 14 years in prison.

The following may be indications that Female Genital Mutilation is about to take place:

- A female talks about going on a special holiday to a country where the procedure is prevalent
- A female states that she is to have a “special procedure” or celebration
- Families ask to take a young female on an extended holiday

The following may be indications that Female Genital Mutilation (FGM) has already taken place:

- A young female may frequently ask to go to the toilet
- A young female may spend long periods of time in the toilet
- Prolonged absences from school
- Noticeable changes in behaviour
- Ask to be excused from physical exercise

Any suspicions that FGM has been or is about to be undertaken our Child Protection procedures must be adhered to.

Under the mandatory reporting legislation, teachers are required to report known cases of FGM in under 18s to the police.

## INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*
3. Extremism is defined by the Crown Prosecution Service as:  
*The demonstration of unacceptable behaviour by using any means or medium to express views which:*
  - *encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
  - *seek to provoke others to terrorist acts;*
  - *encourage other serious criminal activity or seek to provoke others to serious criminal acts;*  
*or*
  - *foster hatred which might lead to inter-community violence in the UK.*
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that college staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;

- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.



## **PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for New College Leicester is Mrs E Rudge-Tezcan, who is responsible for:

- Ensuring that staff of the college are aware of the SPOC role in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of New College Leicester in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the college's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the college about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the college for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the safeguarding process;
- Attending safeguarding meetings as necessary and carrying out any actions as agreed;
- Sharing any relevant additional information in a timely manner.

## INDICATORS OF HONOUR BASED VIOLENCE

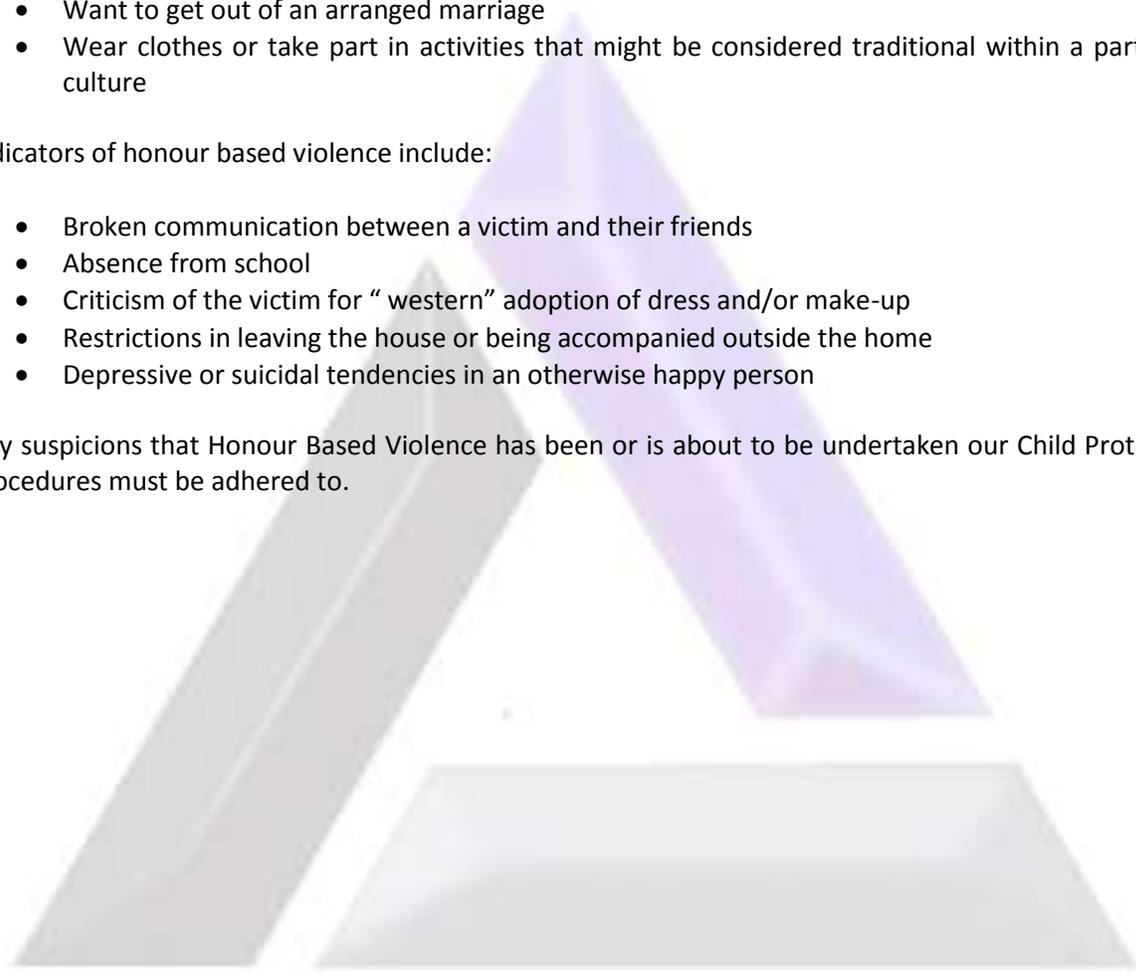
Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to the family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Wear clothes or take part in activities that might be considered traditional within a particular culture

Indicators of honour based violence include:

- Broken communication between a victim and their friends
- Absence from school
- Criticism of the victim for “western” adoption of dress and/or make-up
- Restrictions in leaving the house or being accompanied outside the home
- Depressive or suicidal tendencies in an otherwise happy person

Any suspicions that Honour Based Violence has been or is about to be undertaken our Child Protection procedures must be adhered to.



## INDICATORS OF FORCED MARRIAGE

A forced marriage is where one or both people do not (or in the cases of people with learning disabilities cannot) consent to the marriage and pressure or abuse is used. Forced marriage should not be confused with an arranged marriage.

Indicators of forced marriage include:

- Absence from school
- Request for extended leave of absence and failure to return from visits to their country of origin
- Poor exam results
- Not being allowed to attend extra- curricular activities
- The sudden announcement of an engagement to a stranger
- Prevention from going on to further education
- Feelings of depression and isolation
- Substance misuse
- Eating disorders

Any suspicions that Forced marriage has been or is about to be undertaken our Child Protection procedures must be adhered to.

## INDICATORS OF CHILD SEXUAL EXPLOITATION

Child exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online. Some young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Indicators of child sexual exploitation include:

- A young person going missing from home, care or education
- Being involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people or anti-social groups or with other vulnerable young people
- Association with other young people involved in sexual exploitation
- Getting involved with gangs, gang fights or gang membership
- Having older boyfriends or girlfriends
- Spending time at places of concern, such as hostels or known brothels
- Not knowing where they are because they have been moved around the country
- Being involved in petty crime such as shoplifting
- Having unexplained physical injuries
- Have a changed physical appearance

Any suspicions that Child Sexual Exploitation has been or is about to be undertaken our Child Protection procedures must be adhered to.

## INDICATORS OF GROOMING

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Young people can be groomed online or face to face by a stranger or by someone they know e.g. a family member, friend or professional. Groomers may be male or female and could be any age.

Many young people don't understand that they have been groomed or that what has happened is abuse. Groomers hide their true intentions and may spend a long time gaining a young person's trust. Groomers may try to gain the trust of a whole family to allow them to be left alone with a young person and if they work with young people they may use similar tactics with their colleagues.

Groomers do this by:

- Pretending to be someone they are not
- Offering advice or understanding
- Buying gifts and giving a young person attention
- Using their professional position or reputation
- Taking them on trips, outings or holidays

Indicators of grooming.

The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified. If a young person is being groomed they may:

- Be very secretive, including about what they are doing online
- Have older boyfriends or girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes or mobile phones that they can't or won't explain
- Have access to drugs and alcohol

Any suspicions that Grooming has been or is about to be undertaken our Child Protection procedures must be adhered to.

## INDICATORS OF PEER ON PEER ABUSE

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or of similar age. All peer on peer abuse is unacceptable and will be taken very seriously. Everyone directly involved in peer on peer abuse is under the age of 18. Peer on peer abuse can be related to various forms of abuse (not just sexual abuse and exploitation) and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”

Types of peer on peer abuse includes:

- Physical abuse (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour-sexual abuse, inappropriate sexual language, touching, sexual assault
- Bullying ( physical, name calling, homophobic, cyber bullying)
- Sexting-when someone shares sexual, naked or semi-naked images or videos of others or sexually explicit messages
- Initiation/Hazing-a form on initiation ceremony which is used to induct newcomers into an organisation such as a sports team)
- Prejudiced behaviour
- Teenage relationship abuse

Any suspicions that Peer on Peer abuse has been or is about to be undertaken our Child Protection procedures must be adhered to.