

BHASVIC

CHILD PROTECTION POLICY

Last Updated: MARCH 2017

Review Date: ANNUAL





CHILD PROTECTION POLICY

1. Policy Statement

- 1.1. BHASVIC has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and young people receiving education and training at the College. This duty will be carried out through three key principles:
 - 1.1.1. The duty to safeguard our students is everyone's responsibility, including all staff, governors and students.
 - 1.1.2. Our students' welfare is paramount. The governing body will ensure that the College promotes the welfare of students and staff together with other agencies to ensure that adequate arrangements are in place to identify, assess and support those children who are suffering or likely to suffer harm.
 - 1.1.3. A student-centred approach will be employed for all child protection matters, where the student's feelings will be respected, their views will be listened to, requests will be treated with respect and we will support them by providing a confidential and stable professional who will provide advocacy, explanation and understanding.
- 1.2. BHASVIC is a community and all those directly connected, staff members, governors, parents, families and students, have an essential role to play in making it safe and secure.
- 1.3. This policy and the accompanying procedures have been developed in accordance with the following statutory guidance and local safeguarding procedures:
 - Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Pan-Sussex Child Protection and Safeguarding Procedures
 - The Children's Act 2004

2. Policy Scope

- 2.1. The College has a legal responsibility to protect all children (people under the age of 18) who study at the College. In addition, the College also has a legal duty to report incidents, disclosures or evidence which may indicate that a child not studying at the College is directly experiencing or is at risk of experiencing abuse (see Appendix 1 – Definitions of Abuse). This policy therefore covers all incidents, disclosures or evidence that any member of the College staff may become aware of.
- 2.2. The scope of this policy will cover all daytime students and any significant risks, incidents, disclosures or evidence of abuse will be assessed by a Designated Person to determine the right course of action. This means that a student who is over 18 should be responded to by members of staff in the same way as a student who is under 18.
- 2.3. This policy applies to all staff, governors and volunteers, including staff employed on a fixed term contract, but not normally those who are employed through an agency.
- 2.4. Legal Framework:
 - 2.4.1 Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children. This means that they should comply with it unless exceptional circumstances arise. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
 - 2.4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area. Under section 14B of the

Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

3. Policy Aims

- 3.1. The College is committed to:
 - 3.1.1. Providing a safe learning environment.
 - 3.1.2. Identifying children and young people who are suffering, or could suffer any form of abuse, and
 - 3.1.3. Taking reasonable steps to see that such children and young people are kept safe.
- 3.2. In pursuit of these aims, the Q&C Committee will receive an annual Safeguarding Report from the Designated Safeguarding Lead and will approve and annually review this policy with the aim of:
 - 3.2.1.1. Raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for children and young people who are learning within the College.
 - 3.2.1.2. Understanding how those responsible for Child Protection in the College have responded to cases that have occurred, so as to ensure best practice and enable governors to gain insight into any changes that may be needed in policy and/or procedure.
 - 3.2.1.3. Aiding the reporting and dealing with allegations of abuse against any member of staff, including protecting staff from malicious allegations.
 - 3.2.1.4. The safe recruitment of staff.
- 3.3. The Child Protection Policy has been developed with the assistance of a representative of the Local Safeguarding Children Board and follows the outline recommended by the Association of Colleges. BHASVIC child protection procedures are congruent with the Brighton and Hove Local Safeguarding Children Board procedures and Department for Education statutory requirements¹.
- 3.4. Where evidence or concerns occur which indicate that a child or young person might be experiencing, or be at risk of experiencing significant harm, a Designated Person will contact the relevant local service in the area nearest to the child or young person's home address. Advice and actions will be followed according to the direction of the service to which the case has been referred.
- 3.5. All staff working with children and young people will receive regular training to familiarise them with child protection responsibilities and procedures as outlined in the College's Safeguarding Training Requirements document.
- 3.6. The Assistant Principal (Director of Student Services) has special strategic responsibility for child protection issues and is the College's Designated Safeguarding Lead for Child Protection. S/he will be assisted by the Guidance Manager (with lead responsibility for operational safeguarding), the other Guidance Managers and Student Services Manager. The strategic and operational safeguarding leads will receive statutory training every two years.
- 3.7. The Principal and Lead Governor for Safeguarding will receive statutory training every three years.

4. Roles and Responsibilities

- 4.1. The roles and responsibilities for all staff, students and for those with particular duties are laid out fully in the College's Safeguarding Policy.
- 4.2. The key roles and responsibilities specifically in relation to Child Protection are:

¹ Keeping Children Safe in Education (DfE, September 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf, and Working Together to Safeguard Children (DfE, March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf

4.2.1 The school's lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead.

4.2.2 There are 5 deputy Designated Safeguarding Leads, including the Guidance Manager with lead operational safeguarding responsibilities, to ensure there is appropriate cover for this role at all times.

- 4.3. The case manager for dealing with allegations of abuse made against College staff members is the Principal. The case manager for dealing with allegations against the Principal is the chair of governors.
- 4.4. The Principal will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 4.5. The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the College's ethos and reflected in College practice and should ensure that all staff read at least Part One of the Keeping Children Safe in Education (2016) guidance².
- 4.6. The above persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the Keeping Children Safe in Education guidance.
- 4.7. In particular, all staff members, governors, volunteers and external providers should know how to recognise signs and symptoms of abuse, how to respond to disclosures of abuse and what to do if they are concerned about a child, as laid out in Part one³.

5. Monitoring and Reporting

- 5.1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 5.2. The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to this policy and its procedures.
- 5.3. Monitoring and reporting of Child Protection cases within the College is explained in the College's Safeguarding Policy.

6. Related Documents

- BHASVIC Safeguarding Training Requirements
- Bullying and Harassment (Students) Policy
- Children of Staff on the College Site Policy
- Complaints Policy & Procedures
- Disciplinary (Misconduct & Capability) Policy, Procedures and Guidelines
- Instrument and Articles of Government
- IT Strategy
- Keeping Children Safe in Education (DfE, September 2016)
- Safeguarding Policy
- Social Media Policy
- Staff Recruitment and Selection Policy and Procedures
- Staff Development Policy
- Whistleblowing Policy and Procedures
- Working Together to Safeguard Children (DfE, March 2015)

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

³ <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Appendix 1 - Definitions Of Abuse and other specific safeguarding issues

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Types of abuse and neglect: Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g., domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g., to take part in sexual activities or to post sexual images of themselves on the internet.

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Specific safeguarding issues

Staff should have an awareness of safeguarding issues, some of which are listed below:

- bullying including cyberbullying

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Peer on peer abuse: All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed via GOV.UK and other government websites

Further information on Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Trafficking Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don't add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Further information on Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of the Prevent Duty, part of CONTEST, the Government's strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The aim of *Prevent* is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard

children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the *Prevent* strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement. Channel is a key element of the *Prevent* strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. The Government has launched a website <http://educateagainsthate.com/> to support educators in discharging their Prevent Duty.