Safeguarding Procedures for all Staff

August 2016

1. Introduction

Safeguarding and promoting the welfare of our students is the responsibility of *all* staff at Strode's College; the best interests of the student must be paramount at all times.

This document sets out the detailed procedures that staff should follow in the event of a safeguarding or child protection concern. It also provides key information that staff are required to know and should be read in conjunction with the College's Safeguarding and Child Protection Policy (updated June 2016).

2. Your views matter

The College recognises that our expertise with safeguarding builds by undertaking training and managing safeguarding concerns on a daily basis. We know that staff work with students every day and will be on the front line putting into practice the procedures and actions set out in this document.

If you have ideas or comments on the procedures or policy, please join the Cross College Safeguarding Committee led by the Designated Safeguarding Lead (DSL)[1] Bernadette Joslin, Assistant Principal Student Services, or contact her direct with any views or opinions you may have.

3. Safeguarding and child protection

Safeguarding is the term used for the many different actions the College takes to ensure that **all** our students are safe from abuse[2] and other activity that may lead them to be unable to function effectively as a student, e.g. bullying, poor health and safety, unsafe on-line activity and poor lifestyle choices.

What is the difference between safeguarding and child protection?
Often the terms 'safeguarding' and 'child protection' [3]are used interchangeably, but they have different meanings which all staff must understand.

Safeguarding
Safeguarding and promoting the welfare of children is what we do for *all* children and young people and can be defined as:
- protecting all children from maltreatment
- preventing impairment of children's health or development
- ensuring all children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable **all** children to have the best outcomes

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[1] A description of the role of the DSL is set out at the end of the document on Page 15

[2] Abuse is complex and can happen to anyone regardless of gender, age, culture, belief or social class or mental and physical abilities. See Page 10 for more information.

[3] All children and young people under the age of 18 are covered by the Children Acts of 1989 and 2004 and the Education Act of 2002 in relation to child protection.

Child protection is a part of safeguarding and promoting the welfare of children and young people. It refers to the procedures we use to protect **specific children who are at risk of 'significant harm' or who have been harmed.**

'Working Together to Safeguard Children' (Updated in 2015) sets out how organisations and individuals must work together to safeguard and promote the welfare of children and how practitioners should conduct the assessment of children.

See https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Revised guidance, '*Keeping Children Safe in Education (DFE September 2016*), sets out specifically the duties of all education providers.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf

Part 1 of this guidance, 'Safeguarding Information for all staff' is a key summary. At the start of each academic year all staff will update their safeguarding and child protection training by reading this summary and confirming agreement and understanding of its content and the College's safeguarding procedures.

4. Legal duties of all staff

All staff (this includes teaching and support staff) who work with children have a duty under law to report any concerns they may have about a child or vulnerable adult.

It is important that all children and young people are protected from 'significant harm'.
All complaints, allegations, disclosures of abuse or suspicions must be taken seriously and acted upon promptly.

The Safeguarding and Child Protection Policy, adopted by the Board of Governors in July 2016, includes all young people under 18, vulnerable adults[4] and other young people at the College. It can be found on the College Website and Staff Intranet. Students who are potentially vulnerable because of learning difficulties and/or disabilities, regardless of age, are also covered by this policy.

Note: At Strode's College, safeguarding concerns about any of our students, including those who are over 18, should be treated by staff in the same way as for children under 18 and 'vulnerable adults' and acted on promptly as below.

The College's procedures are based on the Surrey guidelines on safeguarding. Details can be found at this link. http://surreyscb.procedures.org.uk/page/quickguide#printing

5. Why is all of this important?

It is important for children and young people to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve,

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[4] Individuals of any age are covered by the Safeguarding Vulnerable Groups Act 2006. A 'vulnerable adult' refers to any person over the age of 18 whom, amongst other indicators:
-     is or may be in need of community care services by reason of mental or other disability, age or illness.
-     is or may be unable to take care of himself or herself.
-     is or may be unable to protect himself or herself against 'significant harm' or serious exploitation.

sharing information too slowly and a lack of challenge to those who appear not to be taking action.

6. Procedures

The procedures set out below must be followed whenever an allegation is made that a child, young person or vulnerable adult has been abused or when there is reasonable cause to believe that abuse has taken place.

I. Recognising abuse[5]

Identification of abuse and 'significant harm' is difficult. 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.

The indicators given below are not prescriptive and must be regarded in the context of the individual's life and in relation to the following:

- Always listen to what you are being told, particularly to what is being said spontaneously. Do not assume.
- Consider whether the normal behaviour of the person has changed, for example have they suddenly become withdrawn or aggressive? Is their behaviour unusual for their age and maturity?
- Have their friends told you they have a problem but they can't tell anyone?
- Do they tell you a story about a 'someone they know' and ask your advice?

Remember that any records you keep should be made confidential and sent to a Strode's College Safeguarding Officer to be kept in a safe place. You should not keep multiple copies.

II. Indications of abuse
- If a student comes into class wearing different sized shoes, could this be neglect? Could he/she be living on the streets?
- If a student is found asleep at college, could he/she need support with housing?
- Do they disclose they are sleeping at a friend's house (sofa surfing)?
- If their body odour is so bad that you need to talk to them about showering, could they be living rough?
- Do they have any friends in college? Could they be isolated by bullying?
- Has behaviour been dismissed as 'normal' because they are from a different culture? Abuse is not acceptable in this country no matter the background, culture, faith or belief.
- Always think outside the box.

Remember:
- The indicators listed could be signs of OTHER concerns.
- ALWAYS discuss any safeguarding concerns about a student with a Strode's College Safeguarding Officer. This is in confidence.
- Keep a confidential record of your concerns noting dates and incidents.

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[5] See Page 10 for a more detailed description of abuse and different categories.

III.   Early help

Sometimes staff will be generally concerned about a student who may benefit from early help before a more serious issue emerges. These students should be referred through the College's 'at risk' processes led by the Tutor Team Leaders and Heads of Department.

Staff should be aware that some more vulnerable students, for example those with disabilities or 'at risk' indicators such as being a 'looked after' child, can face additional safeguarding challenges. For further information and guidance about students in this category see Page 11 below.

Staff should however never be afraid to raise a concern, no matter how small it appears, with a safeguarding officer who can advise on the action that needs to be taken.

IV.   The Safeguarding team

Bernadette Joslin Assistant Principal Student Services is the Designated Safeguarding Lead (DSL) for the College. Bernadette is also the Looked after Children (LAC) and Care Leaver (CL) nominated person.

The College Safeguarding Team consists of:

Bernadette Joslin   AP Student Services   x 1230
Annette Jenkins   Tutor Team Leader   x 1223
Natalie Viola   Tutor Team Leader   x 1261
Emma Kadri-Langford   Tutor Team Leader   x 1317
Nick Levy   Additional Learning Support Manager   x 1270
Naomi Brokenshire   Student Operations Manager x 1205

Note: Cases relating to adult students (19 plus) should be referred to Kate Shore, Director of Adult Learning who will liaise with the safeguarding team.

V.   Responding to an allegation

- Any suspicion, allegation or incident of 'significant harm' must be reported to a Safeguarding Officer. This is usually the person indicated on the Safeguarding rota. (published weekly in Staff News and T Mail and then on Moodle). If the officer on the rota is not available, then another member of the team should be contacted.
- *Do not rely on email or voice messaging to report a concern. You must follow up any messages, and speaking directly to a safeguarding officer is clearly best.*
- See the **Safeguarding Flow Chart** for a quick guide on what to do, this can also be found on the Staff Intranet and is displayed in staff rooms.
- Promises of confidentiality should not be given as matters may develop in which that promise may not be honoured.
- Take the student seriously and listen without asking leading questions allowing a free recall and impromptu account in a non-judgmental way.
- If the complainant is the student him/herself, questions should be kept to the minimum necessary to understand what is being alleged, and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and any court proceedings.
- Report the details to a Safeguarding Officer completing a **Safeguarding Disclosure Form. See Appendix 1 and on *Staff Moodle*.**

A full written record should be made as soon as possible on the form of the nature of the allegation or suspicion, and any other relevant information including:

- Date and time
- Place where and circumstances in which the allegation took place
- Name of complainant
- Name of student subject to allegation or suspicion if different from complainant
- The nature of the abuse and a description of any injuries observed
- A written account of the allegation
- Family/household composition if known

The completed safeguarding disclosure form (on the Staff Moodle and in Appendix 1) should be forwarded to the Safeguarding Officer or completed shortly after referral and forwarded on.

This procedure should be followed whenever there are reasonable grounds to suspect that a child or any student 'is or is likely to be suffering significant harm'. (See Page 11)

Guidance[6] identifies four main type of abuse or harm:
- Physical harm
- Sexual Harm
- Emotional harm
- Neglect

All staff have a duty to be aware of wider specific safeguarding issues some of which are listed below:

- Child Sexual Exploitation (CSE)
- Female Genital Mutilation (FGM)-see See Page 12   below
- Preventing Radicalism -see Page 13 below
- Sexting and online safety- see hyperlinks in the KCSIE summary below and Page 15 of this document.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children and young people in danger.

Further details- including website links- and advice about these and other areas can be found in Part 1 of the summary of Keeping Children Safe in Education (KCSIE 2016) found here https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf

VI.   Taking action if there is immediate danger

Staff, when deciding what action to take, will normally do this by referring their concern to a safeguarding officer as above.

If, however, a member of staff fears that a child or young person is in immediate danger or at risk of harm and a safeguarding officer is not available, a referral should be made to children's social services (the local authority in which the child lives) and/or the police immediately.

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[6] See
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf

New guidance makes it clear that anyone can make a referral. Where referrals are not made by a safeguarding officer, the designated safeguarding lead, Bernadette Joslin, should be informed as soon as possible so that a referral has been made.

VII. Confidentiality and responsibility

At all times confidentiality will be paramount in the child and vulnerable adult protection procedure, with only essential personnel being notified.

Parents/carers may need to be involved but staff should leave the responsibility of informing parents to a member of the Safeguarding Team.

The need to work in partnership with other agencies and individuals needs to be offset by the need to maintain the rights of privacy. Information should therefore be sought and shared only on a need to know basis, both within and outside of the College.

VIII. After College hours' disclosures

It is unlikely that staff will receive a disclosure after College hours, but if this does happen, the **College Emergency Safeguarding Procedures** should be followed. These can be found on the Staff Intranet but also at Reception, the Staff Room noticeboard or in Student Services.

IX. Bullying

- Bullying is always serious and is not tolerated at Strode's College. It can take a number of forms, including gender based bullying, sexting and online bullying.
- The College has a separate Bullying and Harassment Policy (Students) and associated procedures to follow when confronted with a bullying situation. These are on the Intranet and Staff Moodle. If you are at all concerned, speak to a Safeguarding Officer.
- The College records all cases of serious bullying.

7. Allegations concerning members of staff and whistle blowing

Any suspicion, allegation or actual abuse of a student, by a member of staff must be reported to the Designated Safeguarding Lead (DSL) as soon as possible. If it isn't possible to contact the DSL, the matter must be reported to the Principal on that day. Staff are required to report all cases of suspected violation of the Sexual Offences (Amendment) Act 2000. *Any sexual activity between a member of staff in a position of 'trust' as defined in the Act and a pupil under 18 years of age constitutes an offence.*

Further details can be found in Part Four of the Keeping Safe Guidance.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf

If the DSL is the subject of the allegation of complaint, the matter must be reported to the Principal. In the event of a complaint being made against the Principal, or other Senior Post Holder, the DSL would notify the Chair of the Board of Governors.

I. Whistle blowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the College's safeguarding system and that such concerns will be taken seriously by the Senior Leadership Team.

The College has a *Whistleblowing Policy and Procedure* which can be found on Moodle.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them: General guidance can be found at - Advice on whistleblowing

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

II.   Staff should safeguard themselves

It is important that staff understand the need to safeguard themselves by following the Staff Code of Professional Practice and staff guidelines on the use of social media (On the Staff Moodle). See also Digital Images Guidelines (Staff) and e-Safety & Social Media Pocket Guide for Staff, both on the Staff Moodle.

All communication and relationships between staff and students should take place within clear and explicit professional boundaries and be transparent and open to scrutiny. Staff must not, for example, give personal telephone numbers or personal email addresses to students to avoid any ambiguity of intention. Likewise staff have a responsibility to ensure that their curriculum and related materials are suitable for a College setting and appropriate to the age group of students involved.[7]

Safeguarding Dos and don'ts guidelines for staff are set out below.
This information is also displayed on posters in staff rooms.
If you are uncertain about any aspect of this, it is important to speak to a safeguarding officer as soon as possible.

Safeguarding Dos and Don'ts for Staff

DO…

- Read and understand the College's safeguarding policy and procedures
- Know your responsibilities and duty of care
- Refer on any concerns you have to the member of the Safeguarding Team ASAP
- Listen carefully to concerns, keep factual notes and maintain confidentiality with those who need to know
- Know who is in the Safeguarding Team and their contact details
- Know where to locate the internal referral form (on Moodle) and always follow up referrals/concerns in writing
- Be cautious of inappropriate relationships with students and know and understand the staff code of conduct (see the Staff Code of Professional Conduct)
- Think about how safeguarding can be built into your work wherever you are placed in the College

Always be vigilant!

 DON'T…

- Sit on problems. Always refer on
- Give your personal mobile or email to students
- Assume if you are concerned someone else is picking up the problem
- Promise not to tell someone else
- For further information about safeguarding, speak to a member of the Safeguarding Team or Bernadette Joslin, DSL Ext 1230
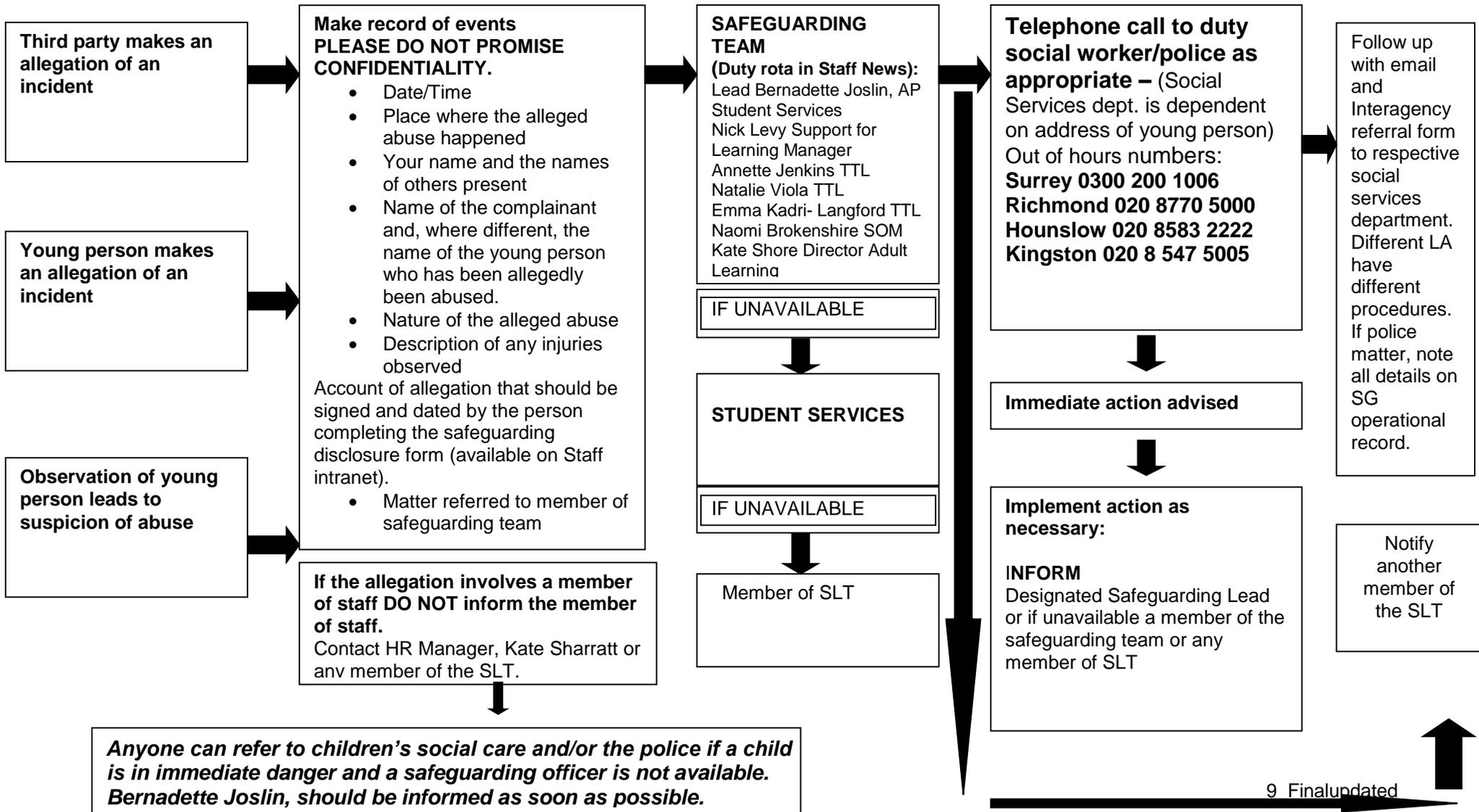
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[7] From May 2015 for example, AQA requires Colleges to complete a declaration for A Level Drama and Theatre Studies about the suitability of performances (content and themes) in line with their commitment to Ofqual regarding enhanced safeguarding arrangements.

8. FLOWCHART SHOWING WHAT TO DO IF YOU HAVE A SAFEGUARDING CONCERN 2016/17

MAXIMUM 2 HOURS   ASAP AFTER INITIAL REPORT   WITHIN 24 HOURS

Third party makes an allegation of an incident

Young person makes an allegation of an incident

Observation of young person leads to suspicion of abuse

Make record of events PLEASE DO NOT PROMISE CONFIDENTIALITY.
- Date/Time
- Place where the alleged abuse happened
- Your name and the names of others present
- Name of the complainant and, where different, the name of the young person who has been allegedly been abused.
- Nature of the alleged abuse
- Description of any injuries observed

Account of allegation that should be signed and dated by the person completing the safeguarding disclosure form (available on Staff intranet).
- Matter referred to member of safeguarding team

If the allegation involves a member of staff DO NOT inform the member of staff.
Contact HR Manager, Kate Sharratt or any member of the SLT.

SAFEGUARDING TEAM
(Duty rota in Staff News):
Lead Bernadette Joslin, AP Student Services
Nick Levy Support for Learning Manager
Annette Jenkins TTL
Natalie Viola TTL
Emma Kadri- Langford TTL
Naomi Brokenshire SOM
Kate Shore Director Adult Learning

IF UNAVAILABLE

STUDENT SERVICES

IF UNAVAILABLE

Member of SLT

Telephone call to duty social worker/police as appropriate – (Social Services dept. is dependent on address of young person)
Out of hours numbers:
Surrey 0300 200 1006
Richmond 020 8770 5000
Hounslow 020 8583 2222
Kingston 020 8 547 5005

Immediate action advised

Implement action as necessary:

INFORM
Designated Safeguarding Lead or if unavailable a member of the safeguarding team or any member of SLT

Follow up with email and Interagency referral form to respective social services department. Different LA have different procedures. If police matter, note all details on SG operational record.

Notify another member of the SLT

Anyone can refer to children's social care and/or the police if a child is in immediate danger and a safeguarding officer is not available. Bernadette Joslin, should be informed as soon as possible.

9 Finalupdated

9. What is abuse or 'significant harm'?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 another child or children.[8]

The Children's Act 1989 identifies four main categories of abuse, which are described below.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily 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.

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

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[8] Paragraph 35 of Keeping Children Safe in Education, September 2016, DFEhttps://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf

10. Discriminatory Harm

Guidelines under the Youth, Justice and Criminal Evidence Act 1999, indicate that Colleges need to be aware of discrimination towards people, especially vulnerable or intimidated persons, and its implications. Examples include:

- Racist remarks or racist attack on the person
- Sexist remarks or offensive behaviour
- Disability remarks or offence of any kind
- Harassment of any kind, including slurs or similar treatment.

Staff should refer any concerns of this nature to a safeguarding officer in the first instance.

11. Vulnerable students including those with disabilities

As stated above, some individuals may be more vulnerable than others and may have additional safeguarding concerns. These include students with disabilities where there may be additional barriers recognising abuse and neglect.
This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff should be aware of students in this category and discuss any concerns with Bernadette Joslin or Nick Levy or any other safeguarding officer.

12. Looked after children (LAC)

Staff should be aware of the safeguarding issues around 'Looked after children' since the most common reason for children becoming looked after is as a result of abuse of neglect.

Bernadette Joslin is the College nominated person responsible for LAC. Strode's College has few LAC and staff will be informed, as appropriate, if a student is in this category.

Any concerns about LAC or other vulnerable students should be raised with Bernadette Joslin or a safeguarding officer.

13. Specific safeguarding issues

Staff are required to understand about a wide variety of safeguarding areas. More information about the safeguarding areas listed below can be found at the hyperlinks   on Page 12/13 of the Keeping Children Safe in Education guidance (2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf

- 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) (see below)
- forced marriage (see below)
- gangs and youth violence

- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults' strategy
- private fostering
- preventing radicalisation – see below **FBV**
- relationship abuse
- sexting
- trafficking

Female Genital Mutilation (FGM) New duty to report to the police

Female Genital Mutilation (FGM) is an unacceptable form of abuse and violence against girls and women; it is known as female circumcision and is illegal in the UK. FGM is practised in at least 28 African countries, as well as countries in the Middle East and Asia. Research in the UK has identified three key communities -Somalis, Kenyans and Nigerians- where women and girls are particularly vulnerable.

The practise tends to occur in areas of high populations of FGM practising communities. Professionals need to be alert to the possibility of a girl being at risk of FGM or already suffering from it.

The practise is usually carried out on girls between infancy and 15 years. New guidance states that a member of staff 'in the course of their work in the profession discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the person must report this to the police. At Strode's College, reporting can be done with the support of the safeguarding team

Forced marriage

The difference between arranged and forced marriage

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice about whether or not to accept the arrangement remains with the young people. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress can include both physical and emotional pressure.

Possible indicators of forced marriage:
- Truancy
- Decline in performance or punctuality
- Low motivation at school
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extracurricular activities.

What to do if you are concerned?
- Immediately contact one of the nominated Safeguarding Officers (see above)
- If the student insists on talking to you:
    - Make sure you can meet them in a private place where there is a phone.

- o Have a 'story' ready about how you are providing support with learning in case you are challenged by the family.
- o Listen to what the student has to say and write it down.
- o Do not question, apart from to clarify.
- o Inform the student you have to talk to a Safeguarding Officer or senior member of staff but that it will remain confidential.
- o **Provide the opportunity for them to talk to the Forced Marriage Unit on 020 7008 0135/0230/8706.**

14. Preventing radicalisation - The Prevent Duty (2015)[9]

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies, listed in Schedule 3 to the Act, to have "*due regard to the need to prevent people from being drawn into terrorism*". The Act states that the authorities (including Further Education institutions, including sixth form colleges) subject to the provisions, must have regard to this guidance when carrying out the duty.

The legislation aims to reduce the risk of radicalisation of vulnerable people by extremist groups, including some religious groups, animal rights groups and far right groups who may promote terrorism and violent extremist activity.

Extremism is defined as vocal or active opposition to Fundamental British Values[10], including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

College staff should be aware of signs of radicalisation and have the confidence to report their concerns to the Designated Safeguarding Lead (Bernadette Joslin, Assistant Principal Student Services) or in her absence, any member of the Safeguarding Team or Senior Leadership Team.

The College also promotes the ethos of the 'Prevent' agenda by encouraging free and open debate but challenging extreme views. It will encourage through its classroom practice, theme weeks and induction activities, a belief in Equality of Opportunity and the celebration of Diversity.[11]

The College will not host or allow its premises to be used by extreme groups and will seek to prevent the distribution of extreme literature.

The College has a legal responsibility to forbid the promotion of partisan political views in the teaching of any subject in the College and takes such steps as are reasonably practicable to secure, that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views. Promotion of any organisations linked to violent extremism is contrary to the values of the College and could constitute misconduct.

Requests for external speakers are dealt with under *Visiting Speakers and Fund Raising Guidance (on the Staff Intranet)* in line with the College's Freedom of Expression statement (on the College website).

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[9] The Prevent Duty of 2015 https://www.gov.uk/government/publications/prevent-duty-guidance
[10] See Page 14
[11] See the section on Fundamental British Values below

The College will provide appropriate support, through its own staff or by referral to external agencies, for any student in danger of radicalisation. The Designated Safeguarding Lead will make the decision whether to involve the police or other external agencies, including the Surrey Safeguarding Children's Board.

Filtering and monitoring
The College uses a filtering system as a means of restricting access to harmful internet content. This has rules and settings so that websites promoting extremist views and encouraging the radicalisation of young people are automatically blocked. In addition to this, the Resources Team monitor activity on the network utilising surveillance software. This is also available to teachers in the classroom. As some students and staff may be using IT in the course of their learning, and this may involve research relating to terrorism and counter-terrorism, the College has clear policies in place to identify and address instances where online materials are accessed for curriculum purposes.

15. Fundamental British Values (FBV)
The promotion of FBV is part of the Prevent Duty, which Colleges have a legal duty to carry out. The following statement about FBV appears in the 2017 Prospectus.

At Strode's College we believe British values are essential for creating a strong community. We work hard to prepare students to be rounded and valuable members of society, equipped to play a positive and active role in Modern Britain.

We support students' understanding of British values through our strong culture of mutual respect and through our clearly communicated standards of behaviour.

All of our students have a voice and are encouraged to participate in a variety of representational structures such as our student union, tutor rep system and Student Parliaments. They will learn about democracy through their subjects and our core studies programme. We also celebrate the individuality of all of our students and staff and promote understanding of the benefits of diversity.

 FBV as defined by the Prevent Duty are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

These values are congruent with the College's Values which all staff must know and follow.

Strode's College values:

Our purpose is to inspire students to fulfil their potential by providing a broad and high quality education in a supportive and dynamic learning environment.
- *Deliver excellence*
- *Behave with integrity*
- *Respect each other*
- *Value diversity*

I.   e-Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
• content: being exposed to illegal, inappropriate or harmful material
• contact: being subjected to harmful online interaction with other users
• conduct: personal online behaviour that increases the likelihood of, or causes, harm

Strode's College has a whole College approach to e-Safety which can be found on the Staff Intranet.
Staff are also required to read and agree with the guidance *Digital Images Guidelines (Staff) 2017 and* e-Safety & Social Media Pocket Guide for Staff 2017as part of their annual safeguarding update training.

The College's approach to filtering and monitoring of internet use is set out above.

16. The Role of the designated safeguarding lead (DSL)
Bernadette Joslin, Assistant Principal Student Services, is the DSL for Strode's College.

Colleges are required to appoint an appropriate senior member of staff, from the Senior Leadership Team, to the role of designated safeguarding lead. The designated safeguarding lead takes lead responsibility for safeguarding and child protection at Strode's College.

The DSL works with the wider safeguarding team to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The designated safeguarding lead, working with members of the safeguarding team, is expected to:

• Refer cases of suspected abuse to the local authority children's social care as required;
• Support staff who make referrals to local authority children's social care;
• Refer cases to the Channel programme where there is a radicalisation concern
• Support staff who make referrals to the Channel programme;
• Refer cases where a person is dismissed or left due to risk/harm to a child to the DBS to the appropriate authorities.
• Refer cases where a crime may have been committed to the Police, as required.
• Liaise with the Principal to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
• As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
• Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
• Act as a source of support, advice and expertise for staff.

17. Key documents and useful resources

College documents (Found on Staff Moodle)

- Bullying and Harassment (Students) Policy
- Digital Images Guidelines (Staff)
- e-Safety & Social Media Pocket Guide for Staff
- Staff Code of Professional Practice
- Whistleblowing Policy and Procedure (Confidential Reporting)

External resources
Keeping Children Safe in Education September 2016 DFE
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf
Working Together to Safeguard Children 2015
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

The Prevent Duty of 2015
https://www.gov.uk/government/publications/prevent-duty-guidance
NSPCC Website
https://www.nspcc.org.uk/what-you-can-do/make-a-donation/?source=ppc-brand&utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_E_BND_Paid_Pure_NSPCC&utm_term=nspcc&gclid=CIm_s_jcnsgCFUcccgodvzkLdQ&gclsrc=ds

Information and support on online safety

- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- www.pshe-association.org.uk
- educateagainsthate.com
- www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

If you have any comments on this document, please refer them to Bernadette Joslin Assistant Principal, Student Services.

Appendix 1 Sample   Safeguarding Disclosure Form 16-17

Staff Initials Key:
BEJOS (Bernadette Joslin), EMKAD (Emma Kadri-Langford), NILEV (Nick Levy), NABRO (Naomi Brokenshire), ANJEN (Annette Jenkins), NAVIO (Natalie Viola), KASHO (Kate Shore), ROCOO (Rowan Cookson).

Student Name			
ID Number		ALS?	
DOB		Age at Referral	
Date of Referral		Gender	
Lead Staff Member			

Key External Contacts		
Agency	**Name**	**Tel / Email**
Social Services		
Police		
Parent / Carer		

Summary of Reasons for Referral
•   •   •

INITIAL ACTION		
Date		**Update By**	

UPDATE 1		
Date		**Update By**	

UPDATE 2		
Date		**Update By**	