St Vincent COLLEGE

Safeguarding Policy and Guidance

2021/22
Edition

This is to be read in conjunction with the Student Protection and Duty to Prevent Policy and Procedures

Hampshire County Council

Hampshire Safeguarding Children Board

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St Vincent Sixth Form College Safeguarding Policy

This policy should be read in conjunction with the College's Child Protection and Duty to Prevent Policy and Procedure and the Managing allegations against other students Policy.

1.0   Policy Statement

1.1   Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their college life. As a college we are committed to safeguarding and promoting the welfare of all of our pupils.

1.2   The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the college. As such, this overarching policy will link to other policies which will provide more information and greater detail.

2.0   Aims
- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the college.
- To demonstrate our commitment to protecting children.

3.0   Principles and Values

3.1   Safeguarding is everyone's responsibility. As such it does not rest with the Designated Safeguarding Lead (DSL) and their deputies to take a lead responsibility in all of the areas covered within this policy.

3.2   Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the college. The lead is the Director of Estates.

3.3   Safeguarding processes are intended to put in place measures that minimise harm to children. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations, a review will be carried out in order to identify learning and inform the policy, practice and culture of the college.

3.4   All students in our college are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the students, take their worries seriously and share the information with the safeguarding lead.

3.5   In addition, we provide students with information of who they can talk to outside of college both within the community and with local or national organisations who can provide support or help.

3.6   As a college, we review this policy at least annually in line with DfE, HSCP, HCC and any other relevant guidance.

4.0   Areas of Safeguarding

4.1   Within Keeping Children Safe in Education (2021) and the new Ofsted Inspection Framework (September 2020), there are a number of safeguarding areas directly highlighted or implied within the text.

4.2   These areas of safeguarding have been separated into issues that are emerging or high-risk issues (part 1); those related to the students as an individual (part 2); other safeguarding issues affecting students (part 3); and those related to the running of the college (part 4).

5.0   Definitions within this document:

5.1   '*Safeguarding'* is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

5.2   The term *Staff* applies to all those working for or on behalf of the college, full time or part time, in either a paid or voluntary capacity. This also includes parents and Governors.

5.3   *Child* refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to students of our college; however, the policy will extend to visiting children and students from other establishments

5.4   *Adult* refers to any person aged 19+

5.5   *Parent* refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

6.0   Key Personnel

6.1   The designated Safeguarding Lead for the college is Sarah Hounsell, Director of Learning for Enhanced Provision and Adult Community College

6.2   The Deputy Safeguarding Leads are:
- Paula Lamport - Welfare Officer
- Karen Murray-Gow - Mental Health and Well-being Lead
- Amanda-Jane Cross - Head of Department (Foundation Learning)
- Dan Mann – Director of Learning for School of Sixth Form
- Mel Williams – Head of SEND and High Needs Provision

6.3   The nominated link governor for safeguarding is Carol Dawkins, External Governors

Part 1 – High Risk and Emerging Safeguarding Issues

7.0   Preventing Radicalisation and Extremism
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
http://4lscb.proceduresonline.com/chapters/p_child_subject_violent_extremism.html
http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent

7.1   The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation.

7.2   **Radicalisation** is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

7.3   There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

7.4   The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received awareness training in order that they can identify the signs of children being radicalised.

7.5   As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum. Students are also educated on radicalisation through their PDL lessons.

7.6   Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the college will attend and support this process. Information for parents on this area can be found on our college website.

8.0   Gender Based Violence / Violence Against Women and Girls
https://www.gov.uk/government/policies/violence-against-women-and-girls

8.1   The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

9.0   Female Genital Mutilation (FGM)
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
http://4lscb.proceduresonline.com/chapters/p_fem_gen_mut.html

9.1   FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

9.2   The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy**. However, the majority of cases of FGM are

thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

9.3   FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened. **At no time will staff examine students to confirm this.**

9.4   For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

10.0   Forced Marriage
www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_P RACTICE_GUIDELINES_v1_180614_FINAL.pdf
http://4lscb.proceduresonline.com/chapters/p_forced_marriage.html

10.1   In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the UK are under 18. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

10.2   Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

10.3   Policies and practices in this college reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to students who may be at risk of forced marriage, teachers and college leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

10.4   Characteristics that may indicate forced marriage
While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:
- an extended absence from college/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home

10.5   On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual student's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage*.*

11.0   Honour Based Violence
http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence
http://4lscb.proceduresonline.com/chapters/p_hon_based_vio.html

11.1   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.

11.2   It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. 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
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

11.3   Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

11.4   If staff believe that a student is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the student is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

12.0   Teenage Relationship Abuse
https://www.gov.uk/government/publications/this-is-abuse-summary-report
http://www.hampshire.police.uk/internet/advice-and-information/safe4me/healthy-relationships
http://www.hampshire.police.uk/internet/advice-and-information/safe4me/healthy-relationships
https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship

12.1   Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships.

12.2   Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

12.3   In response to this the college will provide education to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

13.0   The Toxic Trio

13.1   The term 'Toxic Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

13.2   Domestic Abuse
http://www.hampshire.police.uk/internet/advice-and-information/safe4me/secondary-domestic-abuse
http://4lscb.proceduresonline.com/pdfs/pr_sg_chi_dom_abuse.pdf
http://4lscb.proceduresonline.com/chapters/p_dom_viol.html
https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people

13.2.1   Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:
- Psychological
- Physical
- Sexual
- Financial
- Emotional

13.2.2   Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

13.2.3   Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

13.2.4   Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

13.2.5   Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

13.2.6   Indicators that a child is living within a relationship with domestic abuse includes (not an exhaustive list):

withdrawn	suddenly behaves differently	anxious
clingy	depressed	aggressive
problems sleeping	eating disorders	wets the bed
soils clothes	takes risks	misses college
changes in eating habits	obsessive behaviour	self-harm / thoughts of suicide
nightmares	drugs	alcohol

13.2.7 These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

13.2.8 If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

13.3 Parental Mental Health
https://www.gov.uk/government/publications/the-mental-health-strategy-for-england
http://4lscb.proceduresonline.com/chapters/p_childatrisk_mhpar.html

13.3.1 The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

13.3.2 For children the impact of parental mental health can include:
- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing college regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

13.3.3 If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

13.4 Parental Substance Misuse
http://4lscb.proceduresonline.com/chapters/p_chil_drug_mis_par.html

13.4.1 Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

13.4.2 Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

13.4.3 For children the impact of parental substance misuse can include:
- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into college drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)

- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

13.4.4 These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

13.4.5 If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

14.0   Missing, Exploited and Trafficked Children (MET)
http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html

14.1   Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

15.0   Children Missing from Education
http://4lscb.proceduresonline.com/chapters/p_child_miss_edu.html
https://www.gov.uk/government/publications/college-attendance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

15.1   Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

15.2.1   DSLs and staff should consider:
Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the college site or are they absent from the site?
- Is the child being sexually exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other students routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

15.2.2   Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the college of the absence on the day? Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the student's peers making comments or suggestions as to where the student is at?

15.2.3   Continuous missing days: Has the college been able to make contact with the parent? Is medical evidence being provided? Are siblings attending college (either our or local colleges)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

15.3   Any student who is absent for 3 days and no contact with parents a home visit will be conducted to check on the welfare of our student. Students on child protection plans and care orders children's social care will be made aware of their absence from college. The college will view absence as both a

safeguarding issue and an educational outcomes issue. The college may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

16.0   Children Missing from Home or Care
https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
http://www.childrenssociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways

16.1   Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or college, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

16.2   The association of chief police officers has provided the following definitions and guidance.
"Missing person is: 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'

An absent person is: 'A person not at a place where they are expected or required to be.'

All cases classified as 'missing' by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as 'absent' will be recorded by the police and risk assessed regularly but no active response will be deployed The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.

16.3   Within any case of children who are missing both push and pull factors will need to be considered.
Push factors include:
- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:
- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

16.4   As a college we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

17.0   Child Sexual Exploitation (CSE)
http://paceuk.info/
http://4lscb.proceduresonline.com/chapters/p_sexual_exploit.html

17.1   Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or

females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A of the KCSiE guidance 2021

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The 'something' can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money. Child sexual exploitation can happen via technology without the child's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

17.2   Indicators a child may be at risk of CSE include:
- going missing for periods of time or regularly coming home late;
- regularly missing college or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour

17.3   CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

17.4   As a college we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form (SERAF) and associated guidance to identify students who are at risk and the DSL will share this information as appropriate with children's social care.

17.5   We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the Community Partnership Information (CPI) form (Appendix 1) and passed to the Designated Senior Lead.

18.0   Trafficked Children
http://4lscb.proceduresonline.com/chapters/p_safeg_traff_ch.htm

18.1   Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:
- Movement (including within the UK);
- For the purpose of exploitation

18.2   Any child transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK. There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

18.3   For those children who are internally trafficked within the UK indicators include:
- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

18.4   These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

18.5   If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

19.0   Technologies
http://4lscb.proceduresonline.com/chapters/p_ca_information.html

19.1   Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

20.0 Online Safety
https://www.thinkuknow.co.uk/Teachers/
http://www.saferinternet.org.uk/

20.1   With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:
- unwanted contact
- grooming
- online bullying including sexting
- digital footprint
- pestered for and/or the sharing of, 'nudes'

20.2   The College will therefore seek to provide information and awareness to both students and their parents through:
- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site, VLE
- Parents evenings
- campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

21.0 Social Media
https://www.thinkuknow.co.uk/Teachers/Resources/
http://www.saferinternet.org.uk/search-results?keywords=social%20networking
http://www.childnet.com/search-results/?keywords=social%20networking
http://www.kidsmart.org.uk/socialnetworking/
http://www.lgfl.net/esafety/Pages/Primary-resource-matrix.aspx

21.1   With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:
- unwanted contact
- grooming
- online bullying including sexting
- digital footprint
- pestered for and/or the sharing of, 'nudes'

21.2   The College will therefore seek to provide information and awareness to both students and their parents through:
- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site, VLE
- Parents evenings
- campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

22.0   Cyberbullying
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_College_Staff_121114.pdf
http://www.hampshire.police.uk/internet/asset/f0db2eea-0e3c-4fb4-b98c-e3fa681b860P/primary-social-networking-cyber-bullying

22.1   Central to the College's anti-bullying policy is the principle that '*bullying is always unacceptable'* and that '*all students have a right not to be bullied*'. St Vincent Sixth Form College also recognise that it must take note of bullying perpetrated outside college which spills over into the college and so we will respond to any cyber-bullying we become aware of carried out by students when they are away from the site. Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself." By cyber-bullying, we mean bullying by electronic media:
- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

22.2   Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

22.3   If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The college will pass on information to the police if it feels that it is appropriate or are required to do so.

23.0   Sexting
https://www.thinkuknow.co.uk/Teachers/Resources/
http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+%27Sexting%27
https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

23.1   'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

23.2   While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

23.3   As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

23.4   The college will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the college for advice.

24.0   Gaming
http://www.saferinternet.org.uk/search-results?keywords=gaming
http://www.childnet.com/search-results/?keywords=gaming
http://www.kidsmart.org.uk/games/
http://www.lgfl.net/esafety/Pages/Primary-resource-matrix.aspx

24.1   Online gaming is an activity that the majority of children and many adults get involved in. The college will raise awareness:
- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

25.0   Online Reputation
http://www.childnet.com/resources/online-reputation-checklist
http://www.saferinternet.org.uk/search-results?keywords=online%20reputation
http://www.kidsmart.org.uk/digitalfootprints/

25.1   Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

26.0   Grooming
http://www.saferinternet.org.uk/search-results?keywords=grooming
http://www.childnet.com/search-results/?keywords=grooming
http://www.internetmatters.org/issues/online-grooming/

26.1   Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

26.2   The College will build awareness amongst children and parents about ensuring that the child:
- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

26.3   That parents should:
- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

26.4   The College will raise awareness by:
- Informing parents of safeguarding processes and support for students
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming

Part 2 – Safeguarding Issues Relating to Individual Students Needs

27.0   Students with Medical Conditions (in college)
www.gov.uk/government/publications/supporting-students-at-college-with-medical-conditions--3

27.1   The Policy and Procedures for the Administration of medication in the Learning Support Unit outlines the College's position regarding administration of medication to students.

27.2   As a college we will make sure that sufficient staff are trained to support any student with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. An individual healthcare plan may be put in place to support the child and their medical needs.

28.0   Students with Medical Conditions (out of college)
www3.hants.gov.uk/education/parents-info/inclusion-service.htm

28.1   There will be occasions when children are temporarily unable to attend our college on a full-time basis because of their medical needs. These children and young people are likely to be:
   • Children and young people suffering from long-term illnesses
   • Children and young people with long-term post-operative or post-injury recovery periods
   • Children and young people with long-term mental health problems (emotionally vulnerable)

28.2   Where it is clear that an absence will be for more than 15 continuous college days the Education and Inclusion Service will be contacted to support with the student's education.

29.0   Fabricated or Induced Illness
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf
http://4lscb.proceduresonline.com/chapters/p_fab_ind_ill.html

29.1   There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:
   • Fabrication of signs and symptoms. This may include fabrication of past medical history
   • Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
   • Induction of illness by a variety of means

29.2   If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children Board.

30.0   Mental Health
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Colleges_160316.pdf
http://www.youngminds.org.uk/
https://www.gov.uk/government/publications/the-mental-health-strategy-for-england

30.1   All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

30.2   Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose

behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

30.3   Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

30.4   If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

30.5   Mentors and class teachers see their students' day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of students. The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in students' lives. These include:
- **Loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **Life changes** – such as the birth of a sibling, moving house or changing colleges or during transition from primary to secondary college, or secondary college to sixth form;
- **Traumatic events –** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

30.6   When concerns are identified, college staff will provide opportunities for the child to talk or receive support within the college environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

30.7   Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement (or child's if they are competent as per Fraser guidelines).

31.0   Self- Harm
31.1   Definition of self-harm. We regard self-injury to be a coping mechanism for young people who are attempting to cope with high levels of distress and emotional pain. It is any deliberate, non-suicidal behaviour, which causes physical pain or injury and is aimed at reducing the emotional pain and distress of the individual concerned. These behaviours may include deliberate bone-breaking, cutting, bruising, banging and non- suicidal overdosing and the behaviours are usually chronic, repetitive and habitual.

31.2   Young people who self-injure will generally attempt to hide any scarring or injuries and can find it extremely difficult to discuss their behaviours, and the emotions behind them, with others. We understand these behaviours not to be about seeking attention but rather to be about seeking relief and release from emotional distress. We also understand that self-injury is not suicidal behaviour. However, the emotional distress that causes these behaviours can lead to suicidal thinking and actions we will consequently take ALL incidents of self-injury seriously, investigate them and attempt to provide the most appropriate emotional support possible.

31.3   Our college team is dedicated to ensuring the emotional, physical and mental well- being of all the students in our community. We consequently aim to:
- Recognise any warning signs that one of our students may be engaging in self-harming behaviour
- Understand the risk factors associated with these behaviours including low self-esteem perfectionism, mental health issues such as anxiety or depression, home or college problems, social isolation, and emotional, physical or sexual abuse.

- Be pro-active in discussing this topic with students we night feel are deliberately harming themselves.
- Know how to respond to students who wish to discuss these behaviours with us and take them seriously at all times.
- Be able to produce short and long-term care and management plans for such students in conjunction with external agencies if necessary.
- Provide the appropriate level of practical and emotional support for staff dealing with students who self-harm and ensure appropriate training and education is available to all staff regarding this issue.

Part 3 – Other Safeguarding Issues Impacting Students

32.0   Bullying
http://4lscb.proceduresonline.com/chapters/p_bullying.html
https://www.gov.uk/government/publications/preventing-and-tackling-bullying
http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm

32.1   The college works to an Anti-Bullying Policy

33.0   Prejudice Based Abuse
33.1   Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:
- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

33.2   Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:
- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on college furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against students who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- Attempts to recruit other students to organisations and groups that sanction violence, terrorism or hatred.

33.3   As a college we will respond by:
- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the college
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the college and local community

- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

34.0 Drugs and Substance Misuse

https://www.gov.uk/government/publications/drugs-advice-for-colleges
http://www3.hants.gov.uk/education/hias/drug-and-alcohol/resources-for-colleges.htm

34.1 The college works to a Drugs and Alcohol Misuse Policy.

35.0 Faith Abuse

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
http://4lscb.proceduresonline.com/chapters/p_ca_religion.html

35.1 The number of known cases of child abuse linked to accusations of "possession" or "witchcraft" is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being "different", attributes this difference to the child being "possessed" or involved in "witchcraft" and attempts to exorcise him or her. A child could be viewed as "different" for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of "possession" or "witchcraft". These include family stress and/or a change in the family structure. The attempt to "exorcise" may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

35.2 If the college become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

36.0 Gangs and Youth Violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
http://4lscb.proceduresonline.com/chapters/p_safeg_gang_activity.html

36.1 The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

36.2 As a college we have a duty and a responsibility to protect our students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education. Crucial preventive work can be done within college to prevent negative behaviour from escalating and becoming entrenched.

36.3 As a college we will:
- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;

- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Student Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime

37.0   Private Fostering
https://www.gov.uk/government/publications/children-act-1989-private-fostering
http://www3.hants.gov.uk/private-fostering

37.1   Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

37.2   It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

37.3   The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

37.4   If the college becomes aware that a student is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

38.0   Parenting
38.1   All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

38.2   Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

38.3   Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

38.4   In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

38.5   As a college we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
- providing details of community based parenting courses http://www3.hants.gov.uk/childrens-services/familyinformationdirectory.htm
- linking to web based parenting resources (for example http://www.familylives.org.uk/)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate early help services http://www3.hants.gov.uk/childrens-services/childrens-trust/earlyhelp.htm

Part 4 –Safeguarding Processes

39.0   Safer Recruitment
www.gov.uk/government/publications/keeping-children-safe-in-education--2

39.1   The college operates a separate safer recruitment process as part of the college's Recruitment and Child Protection & Duty to Prevent policies. We will endeavour to have at least one member who has undertaken safer recruitment training involved in the shortlisting and interview process. The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

39.2   A Disclosure and Barring Service (DBS) Check is carried out on all staff, governors and volunteers employed or working at the college. All teaching staff are subject to additional barring checks via the Teaching Regulation Authority with relevant management positions subject to s138 prohibition checks. These processes will be led by Human Resources as part of the recruitment process.

39.3   In exceptional circumstances a staff member may be authorised to start in post without a fully processed DBS check provided we have:
- received appropriate references
- the staff member has satisfied the required identity checks to enable a DBS check to commences
- a risk assessment has been completed by the Designated Safeguarding Lead which identifies minimal risk to students and others in appointing the staff member
- appropriate monitoring and supervision of the staff member is agreed and in place
- The Director of HR and Head of College must approve the appointment subject to these conditions being satisfied

39.4   Information regarding the appointment of staff member's prior receipt of a fully processed DBS check will be monitored annually by the Governing Body.

39.5   The College will also follow the latest guidance in KCSiE 2020 in relation to managing allegations against supply staff. In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

39.6   Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

39.7   Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous

concerns or allegations known to the agency are taken into account by the school during the investigation.

39.8   When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

40.0   Staff Induction
40.1   The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, other relevant policies and part one of Keeping Children Safe in Education. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

41.0   Health and Safety
www.gov.uk/government/publications/health-and-safety-advice-for-colleges
http://www.hse.gov.uk/services/education/

41.1   The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

41.2   All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The college has a Health and Safety policy which details the actions that we take in more detail.

42.0   Site Security
42.1   We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. These are:
- All gates are locked except at the start and end of the college day
- Visitors and volunteers enter at the reception and must sign in.
- Visitors and volunteers are identified by wearing visitor badges
- All children leaving or returning during the college day have to sign out and in.
- Empty classrooms have windows closed

43.0   Off site visits
www.hants.gov.uk/outdoor_education
www.hampshireoutdoors.com
http://oeapng.info/evc/

43.1   The provision of offsite activities is covered in full in the Offsite Activities Policy.

43.2   A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the college and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The college has an educational visits coordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in colleges to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context.

44.0   First Aid
www.gov.uk/government/publications/first-aid-in-colleges

44.1   This is provided for in the Health and Safety Policy.

45.0   Physical Intervention (use of reasonable force)
https://www.gov.uk/government/publications/use-of-reasonable-force-in-colleges
guidelines for the use of restrictive physical intervention in Hampshire maintained colleges

45.1   This is provided for in the Health and Safety Policy and complies with DfES circular 10/98: Section 550 of the Education Act 1996.

46.0   Taking and the use and storage of images
https://ico.org.uk/for-the-public/colleges/photos

46.1   As a college we will seek consent from the parent of a student and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in college publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual.

46.2   We will seek consent for the period the student remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the college or if consent is withdrawn.

46.3   Photographs will only be taken on college owned equipment and stored on the college network. No images of students will be taken or stored on privately owned equipment by staff members.

This policy should be used in consideration of the following associated documents:
- Off-site Visits Policy
- E-Safety Policy
- Single Equality Plan
- Equality and Diversity Policy
- Recruitment Policy
- Managing Allegations against other students Policy
- Anti-Bullying Policy
- Text Messaging Policy
- Drugs & Alcohol Misuse Policy
- Work-related placements procedures
- Health and Safety Policy
- Student Protection and Prevent Policy

Responsibility:	Approved by:	Date:	Review Date:
Designated Safeguarding Lead	Governors	September 2021	September 2022

> *Guidance:* This form is for the sharing of non-urgent information by partner agencies that relates to the **Missing**, **Exploited** and **Trafficked** agenda and inter-connecting issues, such as **Modern Slavery**. This information may be sanitised and used in subsequent partnership forums for the purposes of identifying and mitigating risk. Completed forms should be sent electronically to 24/7-Intel@hampshire.pnn.police.uk. Any questions or concerns regarding this form can be raised with your police contact, or to FIB. The form is not a referral form, nor does it replace any pre-existing referral or notification mechanism.

Your name:

Your organisation:

Your telephone number:

Your email address:

Information (including date & location):

Information Source:

Where did this information come from (name/Dob/address)?

Can they be re-contacted? What are their contact details?

How did they find this information out?

When did they find this information out?