Safeguarding Policy and Procedure
(including Child Protection and the Prevent Strategy)
September 2023

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Safeguarding Policy and Procedure

Revision Log		
Version	Change Summary	Date
	Clarification of training	21/03/23

Contents

1.0 Introduction

The Corporation of Basingstoke College of Technology has a statutory and moral duty to safeguard the welfare of children and adults at risk (vulnerable) receiving education, training and care at the college.

The college's policy is that safeguarding all its people both learners and staff, will be central to all it does. This covers all matters connected with learners and staff having a safe learning and/or working environment, ensuring that they know how to keep themselves safe and that they feel safe. It pays particular regard to the welfare of young people under the age of 18 and to that of adults at risk.

The purpose of this document is to outline the policy and procedures for safeguarding children and adults at risk at the college and aims to:

- Promote safe practices and challenge poor and unsafe practice
- Ensure that all staff are aware of the Prevent agenda and have an understanding that any concerns they have are raised in the same way that all safeguarding concerns are raised
- Ensure staff receive adequate training and supervision
- Identify instances in which there are grounds for concern about the welfare of a child or adult at risk and take action to ensure safety
- Take appropriate action to prevent unsuitable people from working with children, young people and adults at risk
- Develop a pro-active culture in which both learners and staff are aware of the actions they need to take to become and remain safe

In pursuit of these aims the Board of Corporation will approve and annually review policies and procedures relating to safeguarding with the aim of:

- Raising awareness of issues relating to the welfare of children, young people and adults at risk and the promotion of a safe environment for the children and young people learning within the college;
- Aiding the identification of children and young people at risk of significant harm and providing procedures for reporting concerns;
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff; and
- The safe recruitment of staff.

This policy and procedure must be seen in the context of supporting our learners by:

- Being healthy
- Staying safe; (this includes having due regard to the Prevent agenda and ensuring students are not at risk of radicalisation)
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing
- Promoting British Values

Safeguarding children, young people and adults at risk covers more than child protection. Issues such as health and safety, dealing with bullying, E-safety, arrangements to meet the needs of children with medical conditions, providing first aid and other such requirements must also be taken into account.

The following policy and procedure has been written with the guidance of the Hampshire Safeguarding Children Partnership (HSCB). https://www.hampshirescp.org.uk/

Any links to local or national advice and guidance can be accessed via the safeguarding in education webpages: www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance

Links to other pages from the local authority on safeguarding can be found at https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren

2.0 Scope

This policy and its procedures apply to all staff, visitors, contractors and volunteers at the college.:

This policy applies to all learners with particular reference to children and young people and with appropriate adaptations to the protection of adults at risk. The Children Act 1989 defines a child as a person under the age of 18. This is regardless of domicile, marital status or any legal orders in force. The Children Act 2004 also includes young people under 21 who have a learning or other disability or who have been looked after by a local authority after the age of 16 and vulnerable adults (an adult who does not have the mental ability to make their own decisions). Amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional.

As part of safeguarding the college has a Prevent Strategy and action plan which should be read in conjunction with this policy (Appendix 13)

This document is to be read in conjunction with other college policies which are designed to ensure the safety and protection of all individuals who access the college facilities. The additional policies address the safety of the building, arrangements for safe evacuation of the building, procedures for dealing with incidents, first aid arrangements, staff training, mechanisms for protection of information and policies encouraging a focus on long-term health and the environment. A list of relevant policies is provided on dashboard, this policy also takes into account statutory guidance, links in Appendix 7.

In respect of this policy the Board of Corporation recognises the classifications in Appendix 1 as categories of abuse which relate to Child Protection as significant harm and form the basis of other causes of concern.

3.0 Statutory Responsibilities and Background/ Equality & Diversity

The policy and procedure which follows has been drawn up in accordance with the requirements of the:

- Education Act 2011
- Department of Education's document 'Keeping Children Safe in Education' September 2023, which replaces Keeping Children Safe in Education (March 2015) and Safeguarding Children and Safer Recruitment in Education (December 2006).

Information sharing: advice for practitioners providing safeguarding services"

Under the Education Act, FE colleges have a statutory duty to assist Children's Services on child protection issues and to take all reasonable measures to ensure that risks of harm to children's welfare are minimised.

The Sexual Offences Act 2003 makes it an offence for a person over 18 (e.g. a lecturer or other member of staff/contractor/volunteer/visitor) to have a relationship with a child under 18 where the person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if they do not teach the child.

The responsibility for protecting children does not rest with any one agency as Education, Children's Services, NSPCC, Police, Health Service, Probation Service and the Armed Services are all involved in child protection. **BCoT acknowledges that it is not the college's role to investigate whether abuse has taken place** as only Children's Services, the Police and NSPCC have the statutory powers. The college does recognise, however, that children have the right to be protected from harm and that it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take necessary actions. A failure to pass on information that might prevent a tragedy could expose the college to criticism.

A member of the Board of Corporation is appointed with special responsibility for safeguarding and child protection issues.

A member of Executive Management Team (EMT), the Assistant Principal for Foundation Learning and Student Voice (AP), is identified as the EMT Safeguarding Lead.

BCoT has a team of Designated Safeguarding Officers (DSO) consisting of the EMT Safeguarding Lead, Designated Person, Transition Manager, Course Director for Specialist Provision, Wellbeing Mentor and Head of Apprentices, all of whom have the ability to record and report information to the appropriate authorities.

The DSO team will raise awareness of safeguarding issues relating to child protection, health and safety, bullying, cyber-bullying, security and the Prevent agenda in order to ensure that learners are being kept as safe as possible. The team will help with Staying Safe events and activities, embed awareness in the curriculum and be a point of contact for safeguarding issues which are not child protection issues.

The college has a well-developed system of learner consultation through Learner Parliament. The inclusion of safeguarding as an agenda item for Learner Parliament meetings is an important part of embedding this strategy.

All members of staff have a duty to ensure the welfare of the child, young person or vulnerable adult (as defined above) is the primary consideration above all others and to report suspected or alleged abuse to the Designated Safeguarding Officers for safeguarding issues.

All staff should report any safeguarding concerns on the safeguarding system (link on dashboard) This is for the collation of information causing concern about safeguarding which is not a child protection issue. This is to ensure that safeguarding concerns do not spiral out of control.

Confidentiality

We maintain that all matters relating to child protection are to be treated as confidential and a shared as per the 'Information Sharing Advice for Practitioners' (HM Government 2018) guidance.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf

There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. Information will be shared with individuals within the college on a 'need to know' basis. All staff are aware that they cannot promise a child to keep a disclosure confidential.

4.0 Staff Responsibilities

All those working at BCoT must be familiar with and follow the college's procedures and protocols for promoting and safeguarding the welfare of children in the college and know who to contact to express concerns about a child's welfare. This is discussed in the staff inductions and promoted through the weekly all staff emails. Documents relating to safeguarding can be found on dashboard and published on the college website.

Where staff are involved in delivering learning to students attending college who are aged between 14 and 16 they should recognise that all policies relating to safeguarding apply to these students.

A summary document for staff (Appendix 4) highlights the key points, contacts and procedures relating to safeguarding for use on a day to day basis.

Tutors should also ensure that students are aware of their rights under the children acts and of the college's position on issues of child protection. An early PD session on this topic forms part of the student induction process.

All staff must embed safeguarding issues within the vocational curriculum.

All BCoT staff must be alert to, and aware of, the signs of abuse which may raise concern about child protection. Abuse or neglect can be by inflicting harm, or by failing to act to prevent harm. Signs may include changes in behaviour or a failure to perform or develop as expected. However, recognising abuse can be difficult; therefore, staff need to take notice of not only major incidents but also signals which cause concern. All such concerns should be recorded and discussed with the designated person to decide on which action to take:

Referral

Any member of staff can make a referral to Children's or Adult Social Services; however, all reports should be documented on the Safeguard system. Designated Safeguarding Officers should be the ones to gather and examine all relevant testimony and information.

It is illegal for any member of staff to have a (sexual) relationship with a student who is under 18. It is therefore clearly unacceptable for any member of staff to be in such a relationship, or to put themselves in a situation where such a relationship might develop. It is also good practice to adopt the same policy for full-time learners aged over 18. Staff must also take responsibility to protect themselves by avoiding possible situations which could give rise to allegations of inappropriate behaviour. Socialising with full-time learners

in anything other than a work context (including via social media networks) is therefore not permitted.

It is recognised however that, especially with adult learners on part-time courses, social relationships may either pre-exist between staff and student or could develop as a result of the interaction at college. In all such cases, the relationship must be disclosed to the EMT Safeguarding Lead or the designated person, who will consider each situation on its own facts, and will provide advice as necessary.

It is also recognised that apprentices employed by BCoT are both staff members and students, and that it is therefore quite possible that an apprentice will be in a peer group of learners, some or all of whom may be under 18. Friendships are very likely to develop in this situation and any ensuing relationship which goes further than normal socialising in college within the course group must be disclosed to the EMT Safeguarding Lead.

It is the RAP tutor's responsibility to monitor and follow up on absence in line with the Attendance & Punctuality Policy.

If a student is reported as missing to the college by a family member, police or external agency (including Channel) then the details must be obtained and passed to a DSO team member. No details must be released by the person receiving the telephone call in line with our Data Protection Policy. The DSO will then contact the person making the report and verify identity before providing information which may be required. Care must be taken not to disclose information to a family member where the student may have left due to difficulties in the home, e.g. domestic abuse or forced marriage.

The DSO will work with colleagues and students in the college to help support the safe location and wellbeing of the student. The DSO will inform and update the Principal and Head of Marketing.

5.0 Prevent (concerns about extremism/radicalisation)

Reporting Concerns

Early reporting of any concern however trivial is essential to prevent escalation in the case of an actual threat/risk. The college DSOs are the first point of contact for staff where concerns have been raised. The college PREVENT lead is the Assistant Principal who has links with Regional Prevent Co-ordinators and specialist police advisors via a regional 'Channel Co-ordinator'.

Observation of changes in learner behaviour, particularly in those students who are most at risk due to their culture or religion. Staff should be aware of changes in learner behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the student to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the learner cannot be contacted or the family are unable to satisfactorily explain the student's absence or state their whereabouts, should be followed up by a Safeguarding Officer.

External Influences - report any literature whether in the form of books, leaflets or posters that promote extremist activities to the Lead Safeguarding Officer – Assistant Principal.

6.0 Staff Recruitment

The college is committed to a policy of responsible recruitment which includes procedures for obtaining DBS checks for new employees. From April 2015 all existing and new employees were required to obtain DBS update status.

The senior member of staff responsible for recruitment and training needs of staff is the Head of Human Resources.

The Head of Human Resources is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in child protection issues and are aware of the college child protection procedures.

Inevitably, some staff, including many (if not most) new sessional/casual staff will have started work before the DBS disclosure has been processed by DBS and their clearance received in HR.

Line managers/heads must therefore maintain "heightened supervision" on these staff until HR confirms that a satisfactory DBS report has been received. This "heightened supervision" should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. A formal risk assessment should be completed by the Faculty Head and returned to HR.

7.0 Staff Training

The Board of Corporation is responsible for ensuring that members of staff are suitably trained and that internal procedures are current, adhered to, and conform to Hampshire Safeguarding Children Partnership procedures.

At the initial staff induction new members of staff should be informed of the importance of safeguarding (incorporating Prevent), its inclusion of Health and Safety, bullying, cyberbullying and security and that further formal training will be part of their induction. The initial statement will be:

Safeguarding is hugely important for all at college. It includes the right of every individual to feel safe and the duty of every member of staff to ensure safety. All new staff must receive safeguarding awareness training and existing staff must attend a refresher session every year. In addition to this all staff will have a refresher on new guidance as it arises such as Keeping Children Safe in Education part 1 2016. (amended July 2023)

The Designated Safeguarding Lead will appoint deputies to assist them in their duties. The Designated Safeguarding Lead and other Designated Deputy Safeguarding Leads will undertake level 5 safeguarding training, as well as Prevent awareness training (ETF, DFE) and then refresher training as required (current guidance is every 2 years) to keep their knowledge and skills up to date and ensure they are up to date with KCSIE guidance as well as guidance from HSCP. (They will also develop knowledge more regularly as outlined in KCSiE.) One deputy will be the Designated Teacher for Looked after children who will receive specialist training in issues concerning Looked After Children and pass this on to other relevant staff. The DSL team will keep a log of all their training which will be reviewed annually by the DSL to ensure that the team are keeping their knowledge relevant to the issues that arise.

All staff will complete safeguarding training annually (including Prevent), the DSL team will produce termly safeguarding newsletters with updates for staff. Any emerging concerns will be raised

through the weekly all staff email and staff training throughout the year, including teacher forum and inset day sessions.

Staff with safeguarding responsibilities (nurse, RAP team) will continue to update their knowledge and skills through training opportunities offered through HSCP and other training as it arises, this will be logged centrally.

8.0 Section B: Procedure where a Child Protection Issue is Identified

For cases not involving allegations against a member of staff

Guidelines for staff

Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured. 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. Care must be taken in asking or interpreting responses to questions about indications of abuse as this could have an effect on the evidence which is put forward if there are any subsequent legal proceedings. Copies of reports, information, etc., should be kept securely locked at all times.

Such an allegation, suspicion or incident of abuse must be reported to the designated person as soon as possible and in any event within two hours of the initial report. If the designated person cannot be contacted within the timescale the report must be made to a DSO. If none of the above can be contacted it falls to the Duty Manager.

 A full written record should be made as soon as possible of the nature of the allegation and any other relevant information on the Safeguard system - link available on Dashboard. In the report the following details will be required:

- the date
- the time
- the place where the alleged abuse happened
- the name of the complainant and, where different, the name of the child who has allegedly been abused
- the nature of the alleged abuse
- a description and diagram of any injuries observed
- the account which has been given of the allegation
- the account of the action taken by the staff member involved
- name of others present, both at the interview with the student and, if known, at the time of the alleged abuse.

If a BCoT apprentice discloses information, or there is a suspicion of abuse whilst in the workplace, the member of BCoT staff should follow the college's Safeguarding Policy and Procedure in the same way as for a full-time student.

For cases involving allegations against a member of staff

Guidelines for staff

It is important to differentiate between allegations, complaints and concerns.

Allegations as defined by KCSiE should be reported to the Local Authority Designated Officer (LADO). Complaints or concerns can be managed independently by the college under internal procedures.

Complaints could include:-

- Breaches of the Code of Conduct
- Failure to follow policy, procedure or guidance
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication
-

Concerns could include:-

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of students
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.
- This could also be low level concerns, if it is the guidance on reporting low level concerns must be followed.

Any suspicion, allegation or actual abuse of a child by a member of staff must be reported to:

- The safeguarding lead within two hours of the initial concern arising; if they are not contactable within two hours, or is the subject of the allegation or complaint, the matter must be reported directly to a Deputy Principal.

On being notified of any such matter the safeguarding lead or Deputy Principal, as appropriate, must:

- take such steps as they consider necessary to ensure the safety of the student in question and any other student who may be at risk
- report the matter to the local Children's Services Department in accordance with the procedure above
- ensure that a report of the matter is completed by the person who reported the original concern within 48 hours.
- Notify the Principal and Head of HR

On being notified of the allegation the Assistant Principal will take into account:

- the seriousness of the allegation
- the risk of harm to the student concerned or to other students
- the possibility of tampering with evidence
- the interests of the member of staff concerned and the college
- make contact with the LADO

The Principal will then decide on the appropriate action(s) from the following options:

- False – there is sufficient evidence to disprove the allegation and take no action, the exonerate the member of staff
- Malicious – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

- Substantiated - if there is sufficient evidence to warrant an investigation, to conduct such an investigation in accordance with the procedure in the college Staff Disciplinary Policy and Procedure, to suspend the member of staff immediately since the substance of the evidence/ the nature of the allegation is sufficient to make this desirable in the interest of the protection of students and/or staff.
- To initiate action under Stage 4 of the college Staff Disciplinary Policy and Procedure.
- Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In all cases of accusations against staff, the member of staff will be offered access to the employee assistance line, college counsellors and/or to an external counsellor.

Where it is subsequently found that an allegation was made with malice and aforethought, the college may wish to invoke disciplinary procedures against the accuser.

In the event of a police investigation being undertaken, the member of staff will be suspended and any internal investigation and/or disciplinary action may be postponed pending the outcome of the external investigation. At all times accordance with Keeping Children Safe in Education (2023) should be met.

9.0 Whistleblowing in a Safeguarding Context

While the college has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the college policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called whistleblowing, and the policy protects staff from being punished for raising concerns.

If you are concerned that any member of staff within the college is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the Assistant Principal aware.

If your concern is about the Assistant Principal, you should raise this with the Principal.

If you would prefer to raise your concerns outside of the college, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk. For local matter you can contact with Hampshire County Council.

If you believe that a member of the college staff is harming a child (an allegation) and this has been reported to the Assistant Principal and no / insufficient action has been taken, or the member of staff you have concerns about is the Assistant Principal or Principal then you contact the Chair of the Corporation.

If you believe that a child is being abused by individuals outside the college, you are able to make a referral to Children's Social Services by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours).

9.1   County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Modern Slavery

Modern Slavery is serious crime that violates human rights.

Key points:

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.

Human trafficking consists of three basic components: action, means and purpose of exploitation. All three components must be present in an adult trafficking case; for child trafficking the 'means' component is not required.

In human trafficking cases, exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and removal of organs.

Some people may not be victims of human trafficking but still victims of modern slavery if they have been subject to slavery, servitude and forced or compulsory labour.

Human trafficking is not the same as human smuggling. There are common myths about modern slavery, such as misconceptions that UK nationals cannot be victims and that a person cannot be a victim if they reject offers of help.

 More information about Modern Slavery is below

https://www.gov.uk/government/publications/modern-slavery-how-to-identify-andsupport-victims

CCE – Child Criminal exploitation

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

https://www.childrenssociety.org.uk/information/professionals/resources/defining-child-criminal-exploitation

CSE – Child Sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/

We are all responsible for being vigilant and raising any concerns through the safeguarding channels.

Appendix 1   Contextual Safeguarding

In KCSiE 2020 the DfE refer to contextual safeguarding as a specific term that has come out of research from the University of Bedfordshire.

The definition of Contextual Safeguarding is "*an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.*"

As a college, we will consider the various factors that have an interplay with the life of any student about whom we have concerns within the college and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

While this term applies to this specific definition, the notion of considering a child within a specific context is also important. What life is like for a child outside of the college, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

Appendix 2   Definitions of Abuse

Young Person:

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

Neglect is the persistent failure to meet a young person'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.

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/ young person 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.

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

Prevention of Abuse The college will identify and provide opportunities for young people to develop skills, concepts, attitudes and knowledge to promote their safety and well-being, by addressing relevant issues in tutorials and other areas of the curriculum.

Adults:

Physical Abuse This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

Sexual Abuse This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring. It would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person for whom they care.

Psychological Abuse This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

Neglect and Acts of Omission This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory Abuse This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

Self-Neglect This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

Other forms of Concern:

- Bullying
- Substance Abuse
- Domestic Violence
- Radicalisation & Extremism PREVENT

The Prevent strategy, launched in 2007, seeks to stop people becoming terrorists or supporting terrorism. It is the preventative strand of the government's counter-terrorism strategy (CONTEST). Objectives of the Prevent strategy are to:

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

If there are concerns that a student is becoming radicalised and involved in an organisation which could ultimately harm the student and the community, this concern needs to be reported to the Designated Safeguarding Officer.

Forced Marriage

Forced marriages are marriage relationships conducted without the valid consent of both parties, where duress is a factor. If there are concerns that a student is in danger of a forced marriage the Designated Safeguarding Officer will follow government guidelines and contact will be made with the 'Forced Marriage Unit'. Arranged marriage is an entirely separate issue and must not be confused with forced marriage.

Female Genital Mutilation (FGM)

The World Health Organisation definition of FGM: "All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non – medical reasons."

FGM is illegal in the UK. Anyone who commits FGM faces up to 14 years in prison, a fine, or both. Also, anyone found guilty of failing to protect a girl from risk of FGM faces up to 7 years in prison, a fine, or both.

Financial Abuse or Material Abuse

Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse of misappropriation of property, possessions or benefits.

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

It can take place in a range of places. British Transport Police have seen a rise of reports on public transport.

The new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm.

Anyone, and any gender, can be a victim.

Appendix 3 Keeping Children Safe in Education Part 1 July 23

Please click the icon below to read the abridged version of Keeping Children Safe in Education: Part 1 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161275/Keeping_children_safe_in_education_2023_part_one.pdf

To read the full statutory guidance for schools and colleges on safeguarding children and safer recruitment KCSIE 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Appendix 4   What to do if you have Concerns

It is everyone's responsibility to:

Recognise
Respond
Report
Record
Refer

What kinds abuse are there? (At risk of significant harm)

- Physical
- Emotional
- Sexual
- Neglect

Other causes for concern

- Bullying
- Substance Abuse
- Financial
- Domestic Violence
- Forced Marriage
- Extremism
- Radicalisation

What should cause concern?

- Unexplained injuries
- Pattern of injury
- Unrealistic parental expectations
- Continual self-deprecation – low self esteem
- Self-harm
- Neurotic behaviour
- Extremes of passivity or aggression
- Poor social development/isolation
- Lack of trust or fear of familiar adults
- Hunger, lateness, non-attendance
- Homelessness

How to talk to a student who is disclosing abuse

- Listen carefully and stay calm
- Do not interview – question without pressure to ensure you have understood
- Do not put words into the student's mouth
- Reassure by saying the student has done the right thing
- Inform the student that you must pass the information on but only to those who need to know
- Note the points carefully

- Make a detailed note of date, time, place and what was said

What you should <u>not</u> do

- Promise confidentiality
- Investigate the matter yourself
- Convey any sense of judgement or shock
- Discuss the situation with anyone else except the Designated Person

Action you should take if you suspect abuse

- Report to Designated Person
- Avoid excessive questioning of young person/vulnerable adult
- Make note of events
- Designated Person contacts Children/Adult Services
- Complete a written report for Designated Person added to safeguard system
- Designated Person sends referral to Children/Adult Services
- Designated Person to support both staff and student

If the decision is that the concern is not serious then you should

- Discuss options with young person/vulnerable adult and seek advice of Designated Person/Line Manager
- Agree course of action with young person/vulnerable adult
- Monitor discuss and support

How you should protect yourself from risk

- Do not hold private meetings with students
- Conduct one to one meetings with visual access
- Avoid any meetings with students away from college
- Avoid all unnecessary physical contact with students
- When demonstrating use of equipment to students respect limits of reasonable contact
- If administering first aid ensure other students or another adult is present even when life is not threatened
- Do not enter into a sexual relationship with a student who is under 18, or a vulnerable adult, whether you teach them or not – this would be illegal under The Sexual Offences Act
- Do not use inappropriate language or gesture
- Inform your Line Manager if a student claims to be attracted to you
- Do not use disparaging or sarcastic comments
- Be particularly careful when involved in extracurricular or residential activities
- Do not give or receive inappropriate gifts to/from students
- Do not give personal communication information to students (addresses, telephone number, email, Facebook)

WHO TO CONTACT

BCoT Designated Officers

EMT Safeguarding Lead

Alexis Smith
Assistant Principal Foundation Learning and Student Voice
Tel: 01256 306471
Email: alexis.smith@bcot.ac.uk

Designated Persons:

Alexis Smith
Assistant Principal Foundation Learning and Student Voice
Tel: 01256 306471
Email: alexis.smith@bcot.ac.uk

Helen Key
Transition Manager
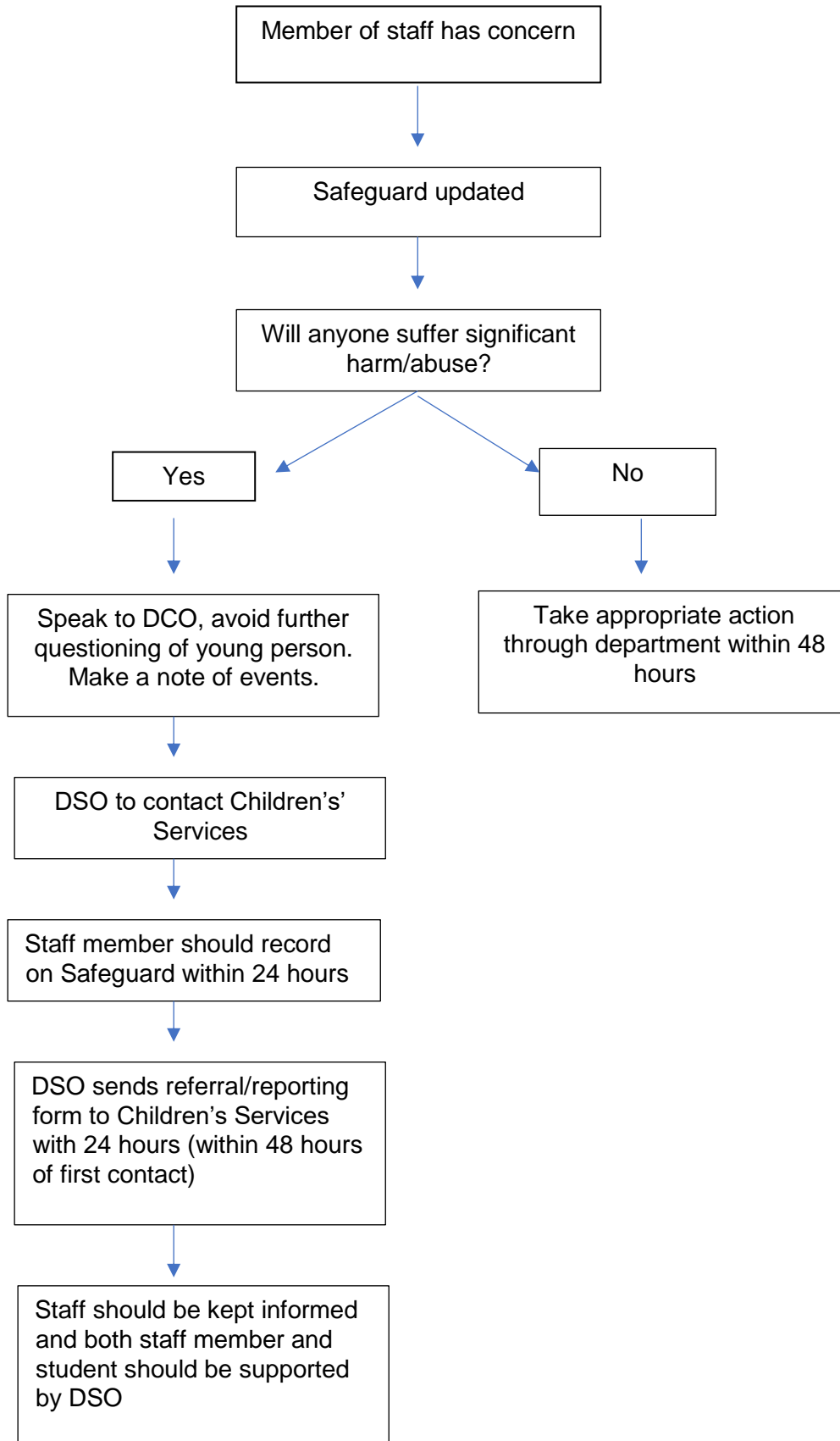Email: helen.key@bcot.ac.uk

Sam Lunn
Head of Apprenticeships
Email: sam.lunn@bcot.ac.uk

Lynsey Spillane
Course Director Foundation Learning
Email: lynsey.spillane@bcot.ac.uk

Kelly Walton
Wellbeing Mentor
Email Kelly.walton@bcot.ac.uk

Appendix 4b Actions to take if you think a Young Person is being Abused

```
┌─────────────────────────────────┐
│   Member of staff has concern    │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│        Safeguard updated         │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  Will anyone suffer significant  │
│          harm/abuse?             │
└─────────────────────────────────┘
         ╱                ╲
        ▼                  ▼
   ┌────────┐          ┌────────┐
   │  Yes   │          │   No   │
   └────────┘          └────────┘
        │                  │
        ▼                  ▼
┌──────────────────┐  ┌──────────────────┐
│ Speak to DCO,    │  │ Take appropriate │
│ avoid further    │  │ action through   │
│ questioning of   │  │ department within│
│ young person.    │  │ 48 hours         │
│ Make a note of   │  └──────────────────┘
│ events.          │
└──────────────────┘
        │
        ▼
┌──────────────────┐
│ DSO to contact   │
│ Children's       │
│ Services         │
└──────────────────┘
        │
        ▼
┌──────────────────┐
│ Staff member     │
│ should record    │
│ on Safeguard     │
│ within 24 hours  │
└──────────────────┘
        │
        ▼
┌──────────────────┐
│ DSO sends        │
│ referral/        │
│ reporting form   │
│ to Children's    │
│ Services with 24 │
│ hours (within 48 │
│ hours of first   │
│ contact)         │
└──────────────────┘
        │
        ▼
┌──────────────────┐
│ Staff should be  │
│ kept informed    │
│ and both staff   │
│ member and       │
│ student should   │
│ be supported     │
│ by DSO           │
└──────────────────┘
```

Appendix 5   Child on Child Abuse

Sexual violence and sexual harassment between children in colleges

Child on Child Abuse

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2023) and we follow the "Sexual violence and sexual harassment between children in schools and colleges" advice provided by the DfE (Part 5)

The new information (2022):

- The importance of explaining to children that the law is in place to protect rather than criminalise them
- The importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- The need for schools and colleges to be part of discussions with statutory safeguarding partners.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of peer on peer abuse by: -

Prevention:
- Taking a whole college approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the college's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Responding to reports of sexual violence and sexual harassment:

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01329 225379).

Risk Assessment:-

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;
- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the college
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Action: The DSL will consider:-

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options: The DSL will manage the report with the following options:-

- Manage internally
- Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Services)

Ongoing Response:

- The DSL will manage each report on a case by case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children and adults) will receive appropriate support and safeguards on a case-by-case basis.
- The college will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in college
- The college recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the behaviour policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Appendix 6   Roles of Designated Staff Responsible for Safeguarding

Roles of Designated Staff Responsible for Child Protection

a) The senior member of staff responsible for recruitment and training needs of staff is the Head of Human Resources.

b) This member of staff is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in child protection issues and are aware of the college child protection procedures

c) The senior member of staff with operational responsibility for child protection is Alexis Smith, Assistant Principal

d) This member of staff has a key duty to take lead responsibility for raising awareness with the staff of issues relating to the safeguarding of children, young people and vulnerable adults and the promotion of a safe environment for these learners within the college.

e) **The EMT Safeguarding Lead is to:**

- Fully co-operate and work with the HSCB (Safeguarding Partner)

- Be aware of the methods and requirements of inter-agency working

- Keep up-to-date with developments in child protection issues

- Oversee the referral of cases of suspected abuse or allegations to the Children's Services

- Provide advice and support to all other staff on issues relating to child protection

- Maintain a proper and auditable record of any child protection or safeguarding referral, complaint or concern including cases where that concern does NOT lead to a referral

- Ensure that all data and information relating to Child Protection matters are stored securely in locked accommodation

- Ensure that all parents and guardians of children and young people within the college are aware of the college Safeguarding Policy

- Liaise with the local education authority and the HSCB (Safeguarding Partner) and any other appropriate agencies

- Liaise with secondary schools which send pupils to the college to ensure that appropriate protection arrangements are made for those pupils enrolling at college

- Ensure that all other persons in partnership with the college, including volunteers, subcontractors and service level agreement holders are aware of this policy and understand their obligation to protect and safeguard children, young people and vulnerable adults

- Produce an annual report to the Board of Corporation setting out how the college has discharged its duties. The report must include any deficiencies in procedure or policy identified by the HSCB (Safeguarding Partner)

- Report any deficiencies identified by the HSCB or any other relevant agency to the Board of Corporation at the earliest opportunity

- Have direct access to the Principal on a no notice basis

Specially Designated Staff Members (DSOs)

The designated staff members with responsibility for safeguarding issues are Alexis Smith - Assistant Principal, Helen Key - Transition Manager, Sam Lunn - Head of Apprenticeships, Lynsey Spillane - Course Director for Foundation Learning, Kelly Walton - Wellbeing Mentor.

These designated staff members are to:

- Report to the EMT Safeguarding Lead
- Know how to make an appropriate referral
- Be available to provide advice and support to other staff on issues related to child protection
- Have particular responsibility to be available to listen to children and young people studying at the college or at a work placement
- Deal with individual cases, including attending any case conferences and review meetings as appropriate
- Receive child protection training and inter-agency working training as required by the HSCB
- Undergo refresher training in child protection at least every two years

f)   **Duties of the Designated Governor**

The designated member of the Board of Corporation with responsibility for safeguarding is Steve Fussey.

The designated member is responsible for liaising with the Principal and senior staff member with lead responsibility over matters regarding safeguarding and child protection, including:

- Ensuring that the college has procedures and policies which are consistent with the Hampshire Safeguarding Children Board (HSCB- Safeguarding Partner) procedures

- Ensuring that the governing body considers the college policy on safeguarding each year

- Ensuring that each year the governing body is informed of how the college and its staff have complied with the policy including, but not limited to, a report on the training that staff have under taken

The designated member is further responsible for overseeing the liaison between the HSCB, the Police, Children's Services and any other agency defined by the HSCB in connection with allegations against the Principal or senior staff member with lead responsibility. This will NOT involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

To ensure that the designated member of the Board of Corporation is supported in their duties they shall receive appropriate safeguarding training.

Appendix 7   List of College Policies Relating to Safeguarding

1. Policies relating to the safety of the facilities:

H & S 1fr   Car Parking Policy
H & S 1g   Security Policy

2. Policies relating to incidents and activities

H & S 1a   Offsite Activities Policy and Procedure
H & S 1b   Reporting and Investigation of Incidents, Accidents, Diseases and Dangerous Occurrences
H & S 1c   Emergency Procedures for Fire and Bomb Evacuation
H & S 1i   Procedure on Staff response to College Incidents and Queries
Stu 2b   Learner Involvement Strategy
Stu 3c   Work Experience Placements for Full Time Students Policy and Procedure
Stu 2j   Student Complaints Policy and Procedure
EDS 1d   Anti-Bullying Policy

3. Policies relating to data protection

G & M 1f   Policy on Access to College Information
G & M 1h   Data Protection Statement
H & S 1h   IT Security Policy
Stu 2h   Electronic Communication Acceptable Use Policy and Procedures for Student Use

4. Polices relating to development of long-term physical, social and financial well-being

H & S 1d   Smoke Free Policy
H & S 1e   Environmental Policies
EDS 1a   Equality and Diversity Policy
Stu 2i   Drugs Policy (Substance Use, Misuse or Abuse)

5.   Policies relating to employment

HR07f   Bullying and Harassment
HR07i   Whistleblowing Policy and Procedure Low level concerns

6. Prevent Strategy and Action Plan

Links

Working Together to Safeguard Children, updated July 2022
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Appendix 8   Safeguarding – Risks Associated with Recruitment

As a college we take the recruitment of staff very seriously. We ensure that there is always someone on the interview panel that has undertaken the safer recruitment training. We do not accept CV's alone and an application form is completed for all roles, where we recruit someone who may struggle with the application we will support them to fill it in.

All staff are required to join the DBS update service when they join us if they are not joined up already.

Recruitment practice for permanent staff requires individuals to produce, at the time of interview, the relevant documentation to check their right to work in UK.

On being offered a post, permanent staff are sent the DBS forms to complete and are asked to provide the supporting documentation in advance of commencing work (or, as a last resort, on their first day of work).   A phone call is made to arrange a date for documentation to be brought in. The length of time that we have to wait for the DBS clearance to come through, after they have commenced work, is thus minimised, although the waiting time is often not eliminated as the DBS clearance can take several weeks to be processed.

Following the guidance from KCSIE 2022 HR undertake social media checks at the point of offer.

Recruitment of sessional/casual staff

Inform candidates *before* you offer them a post, ideally when you call them to interview, that an enhanced DBS check, as well as proof of their right to work in the UK, will be required in order for their post to be confirmed.

Tell successful candidates that they must, at the latest, bring the necessary DBS documents/proof of identity documents with them on their first day of work, and provide them to HR that day. If they can provide them to HR before their first day at work, then that would be preferred. They should allow approximately 30 minutes for HR to record the documents and ensure a DBS disclosure from is completed. Note: people who will be working outside the standard working hours (8.30 am. to 5 pm.) will be expected to visit during these standard hours to complete the documentation.

On offering a post to a sessional member of staff, send an email to HR that you have made an offer, giving the person's name, the role and the proposed start date.

The employment cannot be confirmed and no pay claims will be processed until the required documents have been received, and casual/sessional staff should be warned of this at the time you make them the offer.

Note that, for permanent staff, no offer will be confirmed until the documents have been received.

Staff awaiting DBS clearance

Inevitably, some staff, including many (if not most) new sessional/casual staff will start work before their DBS disclosure has been processed by the DBS, and their clearance received in HR. Line managers/Heads must therefore maintain "heightened supervision" on these staff until HR confirms that a satisfactory DBS report has been received. This "heightened supervision" should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. HR will inform Line Managers/Heads immediately on receipt of a satisfactory DBS check.

For each member of staff awaiting DBS clearance, Heads are to keep a brief note of their risk assessment regarding their access to learners and should be prepared to justify the "heightened supervision" measures they have implemented.

Appendix 9   Training Staff in Safeguarding

Training Plans to Implement Whole College Approach to Safeguarding

1.   All Staff employed by BCoT need to undertake training in safeguarding, training is available through Safeguard.

2.   Provision needs to be made for training governors, contractors and volunteers.

3.   Initial training to be up-dated annually.

4.   The level of training for personnel will vary:

   a.   Staff involved in recruitment will take safer recruiting training

   b.   The level of training required by contractors will relate to the amount of time spent by contract staff in college

   c.   Staff whose employment in college is infrequent or occasional or whose hours of work do not coincide with student presence in the building will be provided with a brief introduction to the topic reinforced by a leaflet. The contractor will make any necessary arrangements about staff time.

5.   Staff to be identified by issuing of a list by HR.

6.   Contractors to be issued with the Brief BCoT Guide to Safeguarding.

7.   Safeguarding updates will be given through teacher forums, all staff email, team meetings, on training days.

Appendix 10 Guidance for Wearing Lanyards

Management guidelines – Lanyards

From September 2019, Basingstoke College of Technology (BCoT) has a new procedure in place for all people coming into college. This will ensure that BCoT remains a safe and secure environment for everybody learning and working here.

To ensure we are keeping everyone safe at college it is important that everyone wear lanyards. The expectation is that lanyards are visible for all staff/students/visitors at all times. The student's badge must be visible, it is not enough for students to have their badge in their pocket with the lanyard hanging down. Students should wear their badge at all times (for health and safety if they do not have a belt clip they may need to remove them when working with machinery in workshops).

Whilst a current student an ID badge allows unlimited access to the college during term-time. Access during holiday periods is possible by arrangement.

Terms and conditions for the issue of Student ID badges:

• You must use one of the speed-gate entrances to come into college, except C and D blocks.
• You will need your ID badge to enter college and move around when in.
• You will also need your ID badge for registration at the start of each lesson.
• If you forget your badge you can obtain a working temporary badge which will be valid for one day. You will need to leave a £2 deposit, or item of value, and return your temporary badge at the end of the day and collect your deposit.
• You are limited to three temporary badges in an academic year, (one per term) After that you will need to either return with your badge or buy a replacement (cost £5.00).
• You must not attempt to gain access to the college without your ID badge.
• You should never be without your ID badge when you are in college.
• You must not give your ID badge to anyone else to use.
• You must not attempt to help anyone without a valid badge to gain access to the college.
• Any student not complying with these terms and conditions will face an automatic suspension.

Guidance for students

Through induction, PD sessions and lessons the importance of wearing lanyards at all times will be reiterated, it will be linked with keeping everyone safe.

Students will not be served in the canteen without their badge being visible. When supporting students in any area the student should have their badge visible and challenged if not.

Guidance for staff

The expectation is that **all** staff challenge any person not wearing a lanyard and visible badge. Staff should challenge a student if the badge is not visible. If the student does not have one they go to reception to get a temporary badge.

Students will not be allowed into class without a badge, if they have forgotten it they should be sent to reception. Badges should be kept on during lessons as this will support the students wearing them consistently and so they cannot leave their badge in the classroom and it promotes the consistency we are aiming for across the college

If you see students in common areas without their badge being visible ask them to put it on.

Consequences

If a student is rude or uncooperative, take the student's name and log it as a behaviour alert on the Dashboard. If you feel that by challenging the student it could lead to a confrontation if possible get the students name and inform the community officer or RAP or if it is in a common area with CCTV please inform the community officer of the location and time and we can try and identify the student and take appropriate action. If the student has three behaviour alerts there will be a disciplinary meeting.

 If there is any member of staff who would like support on how to challenge students please do contact Alexis Smith, Assistant Principal on extension 6471.

Appendix 11 Brooke Traffic Light Assessment

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography • use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability • choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange

Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
Red Behaviour: .					

Appendix 12 Child on Child Abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed ages, developmental stages, are attending other schools as an interim measure and similar. When contacting these families our staff will ask about relationships between learners.

We also address the issue of peer-on-peer abuse in our remote learning curriculum.

Risk Online

Young people will be using the internet more during this period. The college may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the college.

- The college continues to ensure appropriate filters are in place where possible
- Smoothwall works on all the devices that we have issued for students to use at home.
- The college has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly. Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Staff have read the 20 Safeguarding concerns for livestreaming https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf prior to delivering any livestreamed sessions
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the college, Childline, the UK Safer Internet Centre and CEOP.

- Parents have been offered the following links (through the website):

    o Internet matters - for support for parents and carers to keep their children safe online o London Grid for Learning - for support for parents and carers to keep their children safe online
    o Net-aware - for support for parents and careers from the NSPCC
    o Parent info - for support for parents and carers to keep their children safe online o Thinkuknow - for advice from the National Crime Agency to stay safe online o UK Safer Internet Centre - advice for parents and carers

- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged.

If necessary, the college will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with Keeping Children Safe in Education 2023.

Appendix 13 BCoT Prevent Strategy and Action Plan 2023-24

National overview

The updated and strengthened CONTEST Strategy was launched in June 2018. Prevent has been reviewed in Feb 2023 by William Shawcross and the conclusion is that it must return to its overarching objective: to stop individuals from becoming terrorists or supporting terrorism.

The aim of CONTEST is to reduce the risk to the UK and its citizens and interests overseas from terrorism, so that people can go about their lives freely and with confidence.

The CONTEST Strategy consists of the following four work stands:

1   Prevent:

To stop people becoming terrorists or supporting terrorism.

2   Pursue:

To stop terrorist attacks.

3   Protect

To strengthen our protection against a terrorist attack.

4   Prepare

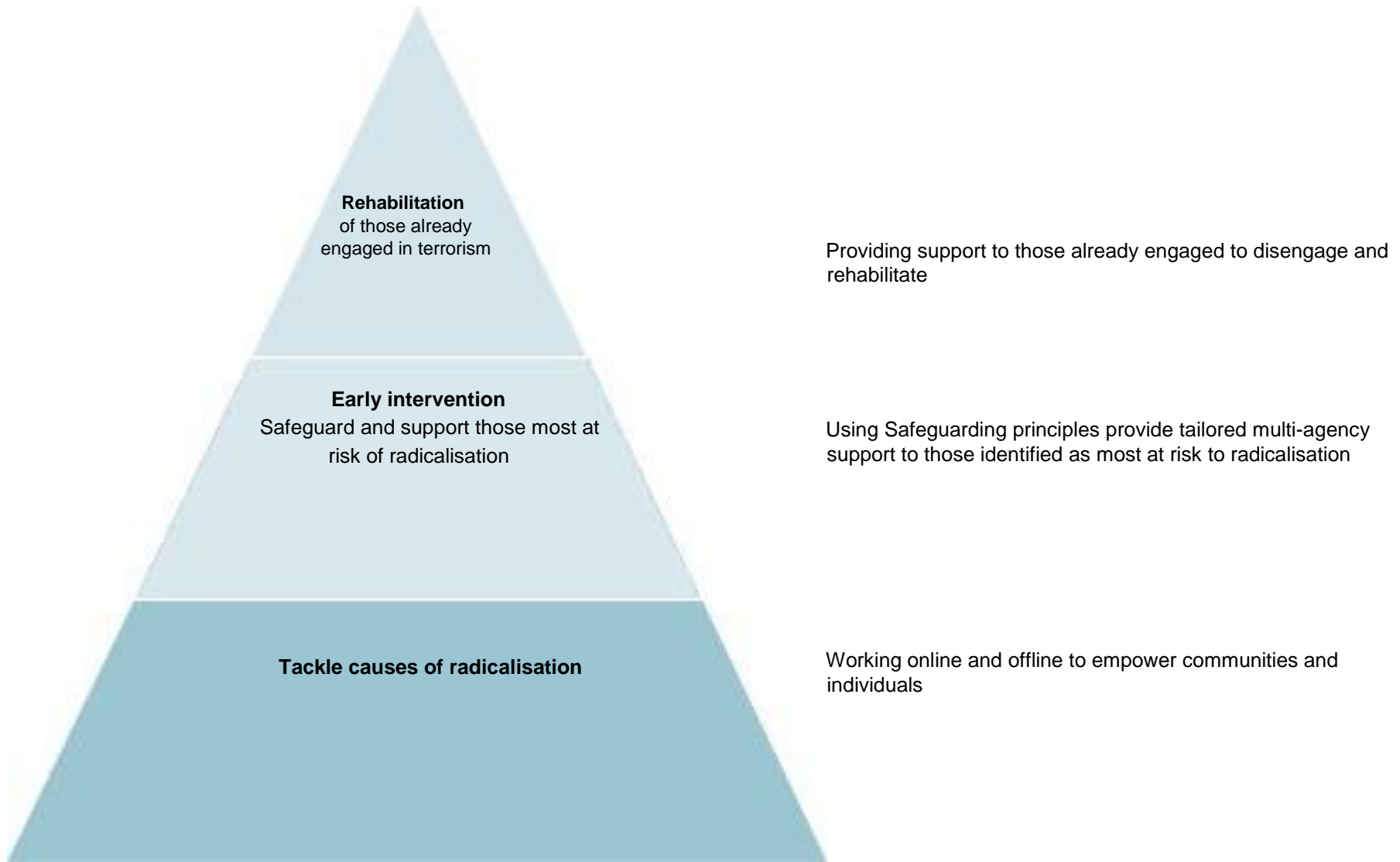To mitigate the impact of a terrorist attack.

The Prevent Strategy recognises that there is no socio-demographic profile of a terrorist in the UK, and no single pathway or 'conveyor belt', leading to terrorism.

The aim of Prevent is to safeguard and support those vulnerable to radicalisation, to stop them from becoming terrorists or supporting terrorism.

The strategy also includes supporting the rehabilitation and disengagement of those already involved in terrorism.

The full CONTEST Strategy, including an overview of Prevent, can be found at
www.gov.uk/government/collections/contest

The **Prevent Delivery model** below sets out the national approach to tackling the causes and risk factors that can lead to an individual becoming radicalised, support those who are at risk of radicalisation and rehabilitate those who have already engaged with terrorism.

Rehabilitation
of those already
engaged in terrorism

Providing support to those already engaged to disengage and rehabilitate

Early intervention
Safeguard and support those most at risk of radicalisation

Using Safeguarding principles provide tailored multi-agency support to those identified as most at risk to radicalisation

Tackle causes of radicalisation

Working online and offline to empower communities and individuals

Source: Home Offic

DEFINITION

The Counter Extremism Strategy (2015) defines extremism as; 'the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect of different faiths and beliefs. We also regard calls for the death of our armed forces as extremist

Radicalisation is defined as; 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism'. (Prevent Strategy 2011)

Terrorism is defined as; 'an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.' (Terrorism Act 2000) The Counter Terrorism and Security Act 2015

On 1 July 2015, the Counter Terrorism and Security Act (CTSA) 2015 became statutory.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory Prevent Duty on specified authorities in the exercise of their functions, to have 'due regards to the need to prevent people from being drawn into terrorism'. These authorities include Schools, Colleges, Universities, Local Authorities, Health, the Police and Prisons.'

Specific guidance on the Prevent Duty is available at

www.gov.uk/government/publications/prevent-duty-guidance

Threat and Risk

The threat level for the UK is set by the Joint Terrorism Analysis Centre (JTAC). Threat levels are designed to give a broad indication of the likelihood of a terrorist attack:

Low

An attack is unlikely.

Moderate

An attack is possible, but not likely

Substantial

An attack is a strong possibility

Severe

An attack is highly likely

Critical

An attack is expected imminently

The current threat level from international terrorism in the UK is Substantial, which means that an attack is a strong possibility.

The CONTEST strategy identifies the following types of terrorism that the UK faces;

International

Terrorist organisations operating in Syria and Iraq (Da'esh and Al Qa'ida and like-minded organisations). Extreme right-wing
Northern Ireland related
Other: These are often small movements in reaction to a single issue, specific incident, or ideology

The UK continues to face an evolving threat from radicalisation, extremism and terrorism. Da'esh inspired terrorism continues to pose the most significant threat to the UK and, despite the reduction in travel to conflict zones to join terrorist organisations operating in Syria and Iraq, travel still poses a potential threat.

That said, as highlighted by the UK based terrorist attacks in 2017, and the 12 plots thwarted since the Westminster attack in March 2017, the nature of the threat has now moved to individuals and groups, often inspired by the narrative of Da'esh, to use vehicles, knives and explosives to commit acts of terror within the UK.

The threat posed from Far Right and Extreme Right-Wing organisations has also evolved and can be clearly evidenced through the murder of MP Jo Cox, the terrorist attack on Finsbury Park Mosque in 2017 and the four Right Wing inspired attacks foiled in 2017.

The proscribing of National Action as a terrorist organisation highlights the serious threat posed by the Extreme Right Wing and the approach of the government to tackle this threat. More information in relation to Channel including national statistics can be found at@

www.gov.uk/government/publications/channel-guidance
www.gov.uk/government/statistics/individuals-referred-to-and-supported- through-the-preventprogramme-april-2015-to-march-2016

The threat from terrorism is constantly evolving.

Globally, terrorist groups and networks of all ideologies continue to develop organically,exploiting social media, technology and science to further their aims and ambitions.

BCoT Strategy

In common with other areas (such as human trafficking and child sexual exploitation) BCoT recognises that there is no single factor that contributes to radicalisation.

Vulnerabilities in individuals such as age, deprivation, low self-esteem, frustration and anger, along with a lack of protective factors (employment, education, family and social networks) can make an individual vulnerable to radicalisation.

The foundation of our work in Basingstoke is to safeguard vulnerable people from harm by engaging with our students, communities, civil society groups, education providers and statutory partners.

Prevent works best when delivered in partnership with communities as cohesive and empowered communities are better equipped to reject extremist ideologies. We will therefore continue to develop and grow our network of community groups delivering Prevent based initiatives across the district.

We acknowledge that the threat posed by extremist and terrorist groups continues to evolve.

As more and more education and training take place online and as the threat posed online continues to grow, and in line with the work being undertaken on a national level by the Home Office, we will continue to work with students highlighting the risks. This will ensure that young people are developing the skills to think critically and that parents understand the dangers associated with online radicalisation and extremism.

Supporting individuals identified as being vulnerable to radicalisation and extremism at an early stage is a key part of the BCoT Prevent Strategy.

We will remain compliant with the Prevent Statutory Duty, ensuring that we continue to work in partnership with local, regional and national partners and raise awareness of Prevent and the vulnerabilities associated with radicalisation and extremism within frontline organisations and staff.

The National Counter Terrorism Security Office (NaCTSO) will continue to provide support to Local Authorities nationally to assist them in focusing on the key strategic threats, risks and vulnerabilities at a local level. This support ensures that a proportionate and effective response is delivered where required to safeguard individuals and ensure the safety of the public.

Basingstoke College of Technology Prevent Strategy and Action Plan 2023-2024

Risk Identified	Action required	Current progress	By Whom	By When
Behaviour Students being intolerant and not understanding other cultures. This can lead to bullying and behavioural issues	Continue BCoT strategy on promoting equality and understanding diversity to facilitate community cohesion and mutual good relations between those students from different backgrounds	Equality and diversity policy updated and promoted Anti-racism sessions Unity group preparing materials for PD sessions This needs to be updated annually as new risks emerge	Assistant Principal RAPS Unity Group	Sept 23
Online Safety Extremist Organisations are able to radicalise students online and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors. Learners (and staff) are able to access unlawful radicalising material which promotes proscribed terrorist groups.	Filtering of websites. Policies in place (acceptable IT User policy) Sharing information through PD sessions.	Policy in place PD sessions delivered. (prepare for Sept 23) Filtering in place	Head of IT Assistant Principal RAPS	Apr 24
Partnership The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional Coordinator and others. The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.	To ensure that the information is shared across the organisation. To attend local multi agency meetings including MET, Prevent updates	DSL meets with DFE FE prevent coordinator, receives updates and attends training. Updates staff through teacher forum and All Staff Email.	HE Co-ordinator Assistant Principal	Termly meetings

Training and Awareness Staff/students/Stakeholders not being aware of the signs and also the local issues	Raise staff and learner awareness of Prevent issues whilst maintaining perspective and clarity Ensure effective training for staff, students and governors Ensure new governors are aware of their responsibilities under Prevent	All staff completion of Prevent online training Refresher training Information in ASE Anti-Racism training Sharing information from Prevent Lead to Governors and staff Termly newsletter Through marketing material and tutorials to raise awareness to student body Governor update	All Staff Assistant Principal Unity Group	Ongoing
Refugees From Afghanistan and Ukraine, can be perceived to be taking jobs/White Nationalism	Ensure an appropriate response to learners whose behaviour is challenging and inappropriate, and where radicalisation is a possibility, and provide a safe place to explore	Through safeguarding process, training for staff at Inset day to ensure that they are aware of the process if they have concerns	Assistant Principal	Ongoing
External Speakers and events Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for vetting speakers and events. Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.	Policies in place, before a speaker comes in a form is filled and shared with DSL and any risk assessment I put in place.	Policy in place review annually	Assistant Principal	

Welfare and Pastoral Care Students we are concerned about	Procedure for sharing information and contacting Prevent- protocol/ DSOs/ALEXIS	Clear procedure in place	Designated safeguarding team	
Incel Movement	Raising awareness through staff training	Training	Assistant Principal	Feb 22
Prayer and Faith Facilities Requirements of learners (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability. Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.	To ensure that the use contemplation room is monitored.	Policy in place – needs reviewing July 24. Key is with administrator and sits within the Haven and is signed for so we can monitor usage. Room has no literature, promotions as it is a multi-purpose room.	Health and safety Assistant Principal	

Work based learners The organisation does not have robust processes in place to protect work-based students from the risks of radicalisation or views and practices contrary to British Values.	To ensure that work-based learners have a robust induction that it is discussed at the reviews	Completed ETF Prevent training. Review the induction and what is recorded in progress reviews	Head of Apprenticeships	**Dec 23**
Employers within work-based settings are unaware of issues relating to Prevent the Statutory Duty and how to report concerns.	Ensure that employers are given the information that they need to ensure that they are compliant with the duty, that they are clear about their safeguarding responsibilities	Review the information given to employers and check with employers their understanding Gain feedback from employers regarding newsletter and their understanding of Prevent		
Campus Security The organisation does not have sufficient security of its premises and learners are targeted by individuals or groups seeking to share their extremist views or endanger their personal safety.	We have barriers in place, students and staff wear ID badges, this has to be enforced Visitors are given safeguarding info and ID badges	Continue to reinforce the importance to students and staff of wearing badges Ensure reception staff are trained on admitting visitors	Reception/Estates/Head of Health and Safety	Ongoing
On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.	Ensure risk assessments are in place and measures in place to ensure security.	Audit risk assessments and ensure they are accurate and up to date		
Students/Staff to be clear on evacuation procedures.	Run/Hide/Tell	Ensure staff and students are clear of procedures	Head of Health and Safety	Sept 23