

Section 28: BIMM Institute Safeguarding Policy

Policy Overview:

BIMM is committed to ensuring that arrangements are in place to safeguard and promote the welfare of its students. Further, for those students under the age of 18 (children/young people), or in the case of those with learning difficulties those under 25 years of age, the College is committed to ensuring that it complies with its statutory duty under section 175 of the Education Act 2002 and the Children Act 2004.

In addition to this BIMM also has similar duties and commitments to our students who fall under the Vulnerable Adults category as defined by the 'No Secrets' Government guidance 'a person aged 18 years or over, who is in receipt of or may be in need of community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.

The policy exists to ensure that the College implements appropriate arrangements, systems and procedures to ensure that all College staff have the right skills, means and resources to protect children and vulnerable adults from harm. Further the College recognises that students who are abused or witness violence may find it difficult to develop a sense of self-worth and that the College may be the only stable, secure and predictable environment in the lives of those students at risk. The College will endeavour to support those students through a range of mechanisms including a positive ethos where students feel secure and liaison with external agencies and expertise such as Social Services and other relevant support services.

Objectives:

- To ensure BIMM practices safe recruitment in checking the suitability of staff to work with young people and vulnerable adults.
- To raise awareness of child protection issues and to equip young people and vulnerable adults with the skills needed to make them safe.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support young people and vulnerable adults who have been abused.
- To establish a safe environment in which young people and vulnerable adults can learn and develop.
- To enable students to:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being

We recognise that because of their day-to-day contact with the students, teaching staff, and support staff are well placed to observe the outward signs of abuse. The College will therefore:

- Establish and maintain an environment where young people and vulnerable adults feel secure, are encouraged to talk and are listened to.
- Ensure that young people and vulnerable adults know that there are designated staff in the College whom they can approach if they are concerned or upset.

In order to achieve the above the College will:

- Ensure we have a designated lead professional member of staff responsible for safeguarding issues who has received appropriate training and support for this role.
- Ensure all staff are aware of the systems within the College which support safeguarding and explain these as part of staff induction.
- Ensure all staff and relevant external parties know how to contact the designated members of staff and are fully aware of their roles.
- Ensure that all staff and relevant external parties understand their responsibilities in being alert to the signs of abuse and their responsibility for referring their concerns to the designated members of staff.
- Notify Social Services and/or other appropriate agencies if there is an unexplained absence of a learner who is on the child protection register.
- Notify Social Services and/or other appropriate agencies if there are any concerns about the welfare and safety of any students.
- Develop effective links with referral agencies and cooperate as required with their enquiries regarding safeguarding matters.
- Keep written records of concerns about students, even where there is no need to refer the matter immediately.
- Ensure that all records are kept securely.
- Ensure strict adherence to procedures when an allegation of any kind concerning students is made against a member of staff.
- Ensure safe recruitment practices are followed.

Definitions:

- A **'Child'** is anyone under the age of 18 years or up to 25 years old with certain disabilities. (Please note that although our students aged between 14 and 18 are defined as children by law they are likely to prefer to be called 'young people'.)
- A **'vulnerable adult'** is a person who is aged 18 years or older and:
 - Is living in residential accommodation, such as a care home or a residential special school;
 - Is living in sheltered housing;
 - Is receiving domiciliary care in his or her own home;
 - Is receiving any form of health care;
 - Is detained in a prison, remand centre, young offender institution, secure training centre or attendance centre or under the powers of the Immigration and Asylum Act 1999;

- Is in contact with probation services;
 - Is receiving a welfare service of a description to be prescribed in regulations;
 - Is receiving a service or participating in an activity which is specifically targeted at people with age-related needs, disabilities or prescribed physical or mental health conditions. (age-related needs includes needs associated with frailty, illness, disability or mental capacity);
 - Is an expectant or nursing mother living in residential care;
 - Is receiving direct payments from a local authority/HSS body in lieu of social care services;
 - Requires assistance in the conduct of his or her own affairs.
- **A Looked After Child** is anyone where a provision made under the Children’s Act 1989 in England and Wales, the Children (Scotland) Act 1995 and the Children (Northern Ireland) Order 1995 whereby a local authority / Health and Social Care Trust has obligations to provide for, or share, the care of a child or young person under 16 years of age where parent(s) or guardian(s) for whatever reason are prevented from providing them with a suitable accommodation or care. A child is ‘looked after’ if he or she is provided with accommodation, or in Scotland is subject to a supervision order made by a children’s hearing (even if they are staying in the family home), or if they are subject to certain provision imposed by the system.
 - **A Care Leaver** is anyone who has been looked after for at least 13 weeks since the age of 14, and who was in care on their 16th birthday.
 - A young person's status as a care leaver can be divided into the following:
 - Eligible Child - a young person who is 16 or 17 and who has been looked after by the local authority/Health and Social Care Trust for at least a period of 13 weeks since the age of 14, and who is still looked after.
 - Relevant Child - a young person who is 16 or 17 who has left care after their 16th birthday and before leaving care was an eligible child.
 - Former Relevant Child - a young person who is aged between 18 and 21 (or beyond if being helped with education or training) who, before turning 18 was either an eligible or a relevant child, or both.

Safeguarding Procedures:

BIMM follows the Central Sussex College and West Sussex child protection procedures which state:

‘An abused child is any boy or girl, under 18 years of age, who has suffered from, or is believed likely to be at risk of, significant risk or physical injury, neglect, emotional abuse or sexual abuse.’

The Children Act of 2004 gives every child the right to protection from abuse and exploitation and the right to have enquiries made to safeguard his or her welfare.

1. What to do

If any member of staff has any concerns about a learner they consider to be suffering or to be at risk of suffering significant harm, he/she must immediately contact a member of the Safeguarding Team:

- Head of Student Services
- Deputy head of Student Services
- Student Support Officer

The above College staff are the designated lead professionals in charge of child protection and safeguarding.

2. What concerns should be passed on

Members of staff are sometimes unsure if a concern comes under the safeguarding procedures and the following may help with this:

- Any suspicion, allegation or incident of abuse must be reported to a member of the Safeguarding Team immediately.
- A member of the Safeguarding Team will discuss the situation with Social Services if appropriate. This will include advice and discussion as to whether to make a formal referral for child protection.
- The discussions will include advice regarding Social Services' contact with the young person's parents/carers. In support of this process, any contact with parents/carers by other members of staff **MUST** be referred to the Safeguarding Team.

A member of the Safeguarding Team will make a full and careful written record of the alleged abuse and the report must include the name and position of the person to whom the matter is initially reported. This should be done immediately or as soon as possible thereafter. The record must be kept secure and confidential. The relevant information should include:

- The date and time the allegation was made.
- Staff name and the names of others present.
- The location where the alleged abuse took place, including dates and times.
- The name of the person making the allegation and, where different, the name of the child who has allegedly been abused.
- A description of any injuries observed.
- An account of the allegation.
- Any telephone report must be confirmed in writing to Social Services department within 24 hours. The confirmation may be hand written, posted or faxed, but a copy must be kept securely on file.
- The Head of Student Support or, in their absence, Deputy Head or relevant Student Support Officer shall retain a copy of the written records and any other relevant material. These will be kept securely at all times, separate from the main student file.
- Allegations against staff will be referred to the Head of Education and College Principal.

What not to do

Staff should not:

- Promise confidentiality.
- Ask leading questions.
- Criticise or give their views.

3. Who staff should discuss their concerns with

Staff should **ONLY** discuss their concerns with a member of the Safeguarding Team. Staff should discuss these if:

- A learner discloses that he/she has been sexually abused in the past or is now being sexually abused.
- A learner discloses self-harm, eating disorders, or suicidal thoughts or attempts.
- A learner discloses that he/she has been physically abused in the past or is now being physically abused.
- Staff are told by another learner or parent/carer that they know a learner is being abused.
- Staff see bruises, cuts, burns or any unexplained injuries that lead them to be suspicious of physical injury.
- If they have any concerns about a learner's welfare or safety.

4. Neglect or Emotional Abuse

Members of staff often find it more difficult to know what to pass on in these circumstances. Any concerns or worries about a learner's welfare should be discussed with a member of the Safeguarding Team.

It is important that staff alert the Head of Student Support or, in their absence, the Deputy Head or relevant Student Support Officer of concerns regarding:

- Lack of adequate food, clothes or hygiene.
- Loss of weight.
- Increase in apathy.
- Excessive attention-seeking behaviour.
- Unduly aggressive behaviour.
- Self-depreciation (I'm stupid, ugly, worthless, etc).
- Extremes of passivity or aggression.
- Constant tiredness.
- Untreated medical or hygiene problems.
- No social relationships.

5. Suspected abuse by a member of staff

In the rare event that a member of staff suspects that a student is being abused by staff of the College, a report should be made in strict confidence to the Head of Student Support who will liaise in the strictest of confidence with the Head of Education and College Principal.

6. Suspected abuse by another student

Any form of inappropriate behaviour (i.e. bullying and harassment) towards students will be dealt with under the College Disciplinary Procedures.

The legal age for young people to consent to have sex is still 16, whether they are heterosexual, homosexual, lesbian or bisexual. The aim of the law is to protect the rights and interests of young people, and make it easier to prosecute people who pressure or force others into having sex they don't want. Although the age of consent remains at 16, the law is not intended to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation. Young people, including those under 13, will continue to have the right to confidential advice on contraception, pregnancy and abortion.

Therefore a member of staff should only report cases of underage sex if they feel there is an abuse or exploitation issue. This may include abuse of a position of trust.

Teachers, health professionals, social care professionals, sexual health counsellors, youth workers, and parents are not liable to prosecution when they are acting to protect a child or young person. The exception covers people who are protecting a child from sexually transmitted infection, protecting the physical safety of a child, preventing a child from becoming pregnant, or promoting the child's emotional well-being by the giving of advice. This means that, for instance, a teacher who promotes contraception as part of a sex education tutorial, or a Pastoral Support Tutor who accompanies a young person to a sexual health clinic, would be exempted from these offences, providing they are acting to protect the child.

7. Responding to an allegation or suspicion of abuse – Guidelines

- The guidelines on child protection emphasise the need for a careful and measured approach to reported or suspected child abuse. Whether or not to make a referral, which could activate a child protection investigation, is a serious decision and will require careful judgement.
- All allegations or suspicions of abuse must be taken seriously. Staff are required to respond with sensitivity to a young person who confides in them, recognising that it requires courage (and/or desperation) to share such painful and personal concerns.
- The Student Support Officers, support tutors and Counsellors are also available to offer that young person support and advice and would also immediately refer any suspected cases of child abuse to the Head of Student Support or, in their absence, the Deputy Head or relevant Student Support Officer.
- The procedures must be followed whenever an allegation is made that a young person/vulnerable adult has been abused or when there is suspicion that a young person has been abused.
- Promises of total confidentiality cannot, and must not, be given. However, young people can be assured that as few people as possible will be involved. No one will be told more than they need to know. Information is shared only on a need to know basis.
- The young person/vulnerable adult will be informed of all actions taken.
- Young people with learning difficulties and/or disabilities may need a different approach than other young people. Staff must be aware of any special considerations with regard to communication difficulties and equal opportunities. This issue will be dealt with through staff training and development.

8. Abuse of a Position of Trust

- The Sexual Offences Act sets out a series of occupations to which the abuse of position of trust laws apply, these include Educational Institutions.

- The offences for those working in positions of trust cover the same kinds of behaviour as offences which apply to the general public – except that, where positions of trust are concerned, the offences apply where the young person is under 18, instead of under 16, even though they are over the age of consent, they are potentially vulnerable to sexual abuse from people in positions of trust or authority.
- The Act sets down specific positions of trust to which offences relate. People who are in these positions of trust will normally have power and authority in a child's life, and may have a key influence on their future. This applies to all roles and responsibilities within the College.

9. Good Practice

The College must be aware of the need to adhere to recognised good practice in the protection of children. In accordance with such practice the College will take steps to ensure that:

- Promises of confidentiality are not given, as the matter may need to be taken further.
- Individuals feel secure that any information they give will only be used to improve their circumstances.
- As few people as possible are involved in the procedure.
- Staff act on the basis that the overriding concern is the safety of the young person/vulnerable adult.
- Where the person making the allegation is a young person, questions are kept to a minimum necessary to understand what is being alleged and leading questions are avoided.
- The young person/vulnerable adult understand that external agencies may become involved.
- Particular attention is given to a young person/vulnerable adults with learning difficulties and/or disabilities.
- If a learner declares to staff that they were abused as a child and that learner does not wish further action to be taken, his/her wishes are respected. However, if there is reasonable concern that other children (as defined in the Act) in the discloser's family may be at risk, Social Services should be contacted by the Head of Student Support or, in their absence, the Deputy Head or relevant Student Support Officer.
- Conversations between staff and the discloser of abuse and (if different) the young person are recorded immediately and held in a confidential and secure place, separate from the student record.

10. Physical contact with students

- As a general principal, staff should avoid all forms of physical contact with students. Many students dislike any form of physical contact and see it as intrusive, which can lead to aggressive or challenging responses.
- Physical contact which may be misconstrued by the learner, parent/carer or other observer should be avoided. This could include well intentioned informal gestures such as a hand on the shoulder or arm which some students can misinterpret.
- A distressed learner may need comfort or reassurance. The learner's agreement should be sought before any physical comforting is given.

- Some staff are more likely to come into physical contact with students on occasions e. g. demonstrating equipment. On such occasions staff should be aware of the limits within which this contact should take place.
- Staff administering first aid should also be aware of the appropriate limits to physical contact and it is advisable that another learner or adult is present if the first-aider is concerned as to the nature of the contact.
- Staff who see students individually should be aware of the potential issues which may arise from private interviews. Where possible, such interviews should be held in a room with visual access or with the door open, or in a room or area likely to be frequented by other people. It is always advisable to ensure another adult knows the interview is taking place.

11. Relationships with students

- Staff should be aware they are in a position of trust and act accordingly.
- Staff are strongly advised to telephone parents/carers only during working hours and from College.
- Members of staff should never visit a student or parent/carer at home.
- Staff should never transport a learner in their car unaccompanied, irrespective of car insurance.
- Staff should not give their personal numbers, addresses or emails to students.
- Staff should not accept or invite students to their personal social networking sites (please refer to the Staff Code of Conduct for more information).

12. Use of force to control or restrain students

BIMM's advice is to avoid all physical contact with students unless specifically trained to do so. However, the Education Act 2002 clarifies the powers of employees and other staff to use physical restraint to prevent students causing injury or damage to property, committing a crime or causing serious disruption. Such restraint must be appropriate to the circumstance and reasonable in degree.

13. Monitoring

It will be the responsibility of the Head of Student Support or, in their absence, the Deputy Head or relevant Student Support Officer to review and monitor the procedures and to seek the advice of the Area Child Protection Committee (ACPC) and local authority Social Services department and to bring about a change in procedures and guidelines if necessary.

14. Training and Staff Development

Training and briefings will be provided at Induction and as appropriate, to all members of staff to ensure that they are aware of these procedures and guidelines. The Head of Student Support or, in their absence, Deputy Head of relevant Student Support Officer and any other members of the Student Services Team are available to discuss with colleagues areas or particular cases which give cause for concern.

Safeguarding Guidance

Designated person in charge of child and vulnerable adult protection

You must refer - You must NOT investigate

Do NOT delay

- i. The guidelines set out above (for staff) also apply to the actions to be taken by the designated person at these initial stages. In certain circumstances it may be appropriate for the designated senior person to contact the parent/guardian after seeking advice, i.e. from Social Services.
- ii. The aim of the designated person should be to establish as quickly as possible the nature of the injury or alleged abuse to facilitate an effective referral to Social Services without undue delay.
- iii. The designated person should have as much accurate information as possible available. The information should include:-
 - Names and dates of birth of the child or vulnerable adult and family members, including all other children, if appropriate;
 - Ethnicity;
 - Home address;
 - Names of those who hold care or parental responsibility;
 - Whether the child or vulnerable adult and parents/carers are aware of the referral;
 - Whether the concern is something that has been observed by the referrer or another member of staff or a third party;
 - Whether the concern is related to the child's or vulnerable adult's behaviour, an injury or something that the child or vulnerable adult has said;
 - Whether the child or vulnerable adult has told anyone else;
 - Whether the concern has developed gradually or just today;
 - What evidence there is for the concern;
 - Who you think is responsible for the harm or potential harm to the child or vulnerable adult. This would need to be determined at the initial interview;
 - Whether you think that the child or vulnerable adult needs immediate protection.

Lack of availability of this information is not a reason to delay the referral to Social Services; however the designated person would need to make an assessment of the level of risk to the child or vulnerable adult.

- iv. The designated person should establish clarity with the Social Services department regarding the next course of action to be taken and by whom, and fully record the discussion and actions agreed.
- v. The designated person should take no action without the agreement of the Social Services Department.
- vi. A copy of the records made by the designated person and other college staff should be forwarded to Social Services within 24 hours.
- vii. Where emergency medical help is required DO NOT DELAY - make arrangements for the student to be taken to hospital or be seen by a general practitioner.
- viii. The designated person will ensure that an update is forthcoming from social services with regard to progress against reported cases, within 2 days.
- ix. The designated person will monitor all cases of reported abuse and resulting action and will report annually to the corporation, whilst maintaining confidentiality where necessary.

Reporting and dealing with allegations of abuse against members of staff

1. The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word 'staff' is used for ease of description.
2. Where allegations of abuse are made against any member of staff, the staff disciplinary procedure will be invoked, with advice and guidance taken from the Human Resources department. Where allegations against staff have been made, it may be necessary for the Local Authority Designated Officer (LADO) to also be consulted.
3. In order to minimise risk of allegations of abuse against members of staff, it is important that the policy, procedures and guidance is closely adhered to and the information is available to staff.

Definitions and recognition of abuse in children and vulnerable adults

1. It is commonly accepted that employees and other staff in education spend so much time in contact with young people and/or vulnerable adults that they are in a good position to discern whether they may be a victim of abuse or not. However, it is important to know what this abuse is and how it can be picked up on.
2. The four principal categories of harm suffered by children are set out in national guidance and within the link gov.uk. These are used to assist those responsible for the welfare and protection of children to understand and recognise the symptoms of abuse. Additionally, abuse that affects vulnerable adults is included under each category.
3. The diagnosis of abuse is difficult, even for experts. It is NOT the role of College staff to define or attempt to diagnose whether a child or vulnerable adult has suffered abuse within certain categories. An understanding of the categories is, however, important to enable staff to recognise symptoms of abuse.

Types of abuse and neglect

(As defined in "Keeping children safe in education" statutory guidance, April 2014)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Additionally, but not exclusively, with vulnerable adults; psychological abuse is the denial of a person's human and civil rights including choice and opinion, privacy and dignity and being able to follow one's own spiritual and cultural beliefs or sexual orientation. It includes preventing the adult from using services that would otherwise support them and enhance their lives. Furthermore it includes the intentional and/or unintentional withholding of information, e.g. information not being available in different formats/languages etc.

Also, but not exclusively, vulnerable adults could be subject to the additional forms of abuse:

Financial abuse/material abuse: Includes theft, fraud, exploitation, pressure in connection with Wills or property, or the misappropriation of property or benefits. It also includes the withholding of money or the unauthorised or improper use of a person's money or property, usually to the disadvantage of the person to whom it belongs. Staff borrowing money or objects from a service user would also be considered abuse.

Discriminatory abuse: Includes racist, sexist, homophobic, ageist comments or jokes or comments and jokes based on a person's disability or any other form of harassment, any of the above forms of abuse with discrimination as a motive, not responding to dietary needs or not providing appropriate spiritual support. Excluding a person from activities on the basis they are 'not liked' is also discriminatory abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk.

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

Child sexual exploitation (CSE) – see also below

- Missing children

- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Child Sexual Exploitation

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

Missing Children

A child going missing from an education setting is a potential indicator of abuse and neglect. Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risk of their going missing in future.

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of Prevent, part of CONTEST, the Government's strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause.

The aim of Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the Prevent strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement.

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

1. General Principles

- 1.1 Employees should ensure that their relationships with students are appropriate to their age taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and appropriate dress and language all require care and thought, particularly when dealing with adolescent boys and girls.
- 1.2 Where a conflict of interest may be perceived to arise, e.g. the child of a close friend joining a class, employees should declare this and seek advice from their line manager.
- 1.3 Young people are defined as those under the age of 18, or in the case of students with certain difficulties those under 25 years of age.
- 1.4 Vulnerable adults are defined as people aged 18 years or over who have a mental or other disability or illness, and who are, or may be, unable to take care of themselves, or unable to protect themselves against significant harm or exploitation.
- 1.5 Section 3 of the Sexual Offences (Amendment) Act 2000 establishes that it is an offence for a person aged 18 or over to have sexual intercourse or engage in other sexual activity with a person under that age where they are in a **'position of trust'** in relation to the young person. Section 4 of that Act sets out what a **'position of trust'** covers.
- 1.6 The 'abuse of positions of trust offences' is intended to protect 16 and 17-year-olds who are not protected by other child sex offences. Younger children are protected by the specific child sex offences applying to those aged under 13 and those aged under 16, which carry a higher maximum sentence.
- 1.7 Abuse of trust can result in loss of the abuser's job and possibly their licence to practice their profession; if it involves sexual relations it can also lead to criminal charges being raised against the abuser, with the penalty of imprisonment.

- 1.8 It is the responsibility of the member of staff to inform their line manager in confidence, if they are in a close personal relationship with a learner aged 18 years or more. This requirement applies equally to relationships that existed prior to employment or enrolment and to relationships that develop at or outside College.
- 1.9 If the staff member has a direct professional relationship with the learner or any influence on the learner at the College, appropriate arrangements will need to be put in place to ensure that the learner's learning and assessment procedures are free from any perceived bias.
- 1.10 The member of staff will be advised that their personal relationship with the learner should be conducted away from the College. This is to avoid negative perceptions from other members of staff and students.
- 1.11 There is a possibility that due to the personal relationship, the learner may be in a position to gain greater knowledge from the staff member. The line manager must consider this possibility when ensuring that the learner's assessments are free from perceived bias.
- 1.12 Although the line manager will treat the disclosure sensitively and in confidence, it is likely that other members of staff will need to be informed. This will be on a strictly need-to-know basis and will be discussed with the member of staff first. A disclosure might need to be shared in confidence if the member of staff is involved in assessing the learner's work, which may include external verifiers or moderators. This is necessary in order to maintain the integrity of the assessment process.
- 1.13 Failure to disclose a personal relationship with a learner will need to be dealt with under the College's Disciplinary Policy and Procedure for Staff.
- 1.14 If a learner declares a relationship with a member of staff, the College will follow the same procedure.
- 1.15 Comments by employees to students either individually or in groups can be misconstrued. Care must be taken in the work environment to ensure that no inappropriate comments are made to, about or in front of students, particularly any which could be construed to have a sexual connotation.
- 1.16 Deliberate use of insensitive, disparaging or sarcastic comments is unacceptable.
- 1.17 When using teaching materials of a particularly sensitive nature, an employee should be aware of the danger that their selection could be misinterpreted and may be criticised after the event. If in doubt, the employee must refer to their line manager for advice. A member of staff may not be aware of all issues/sensitivities in relation to individual students and if issues arise after a class then they need to be acted upon quickly with the support of the line manager.

2. Tutorials and one-to one-meetings

- 2.1 Employees should be aware of the dangers which may arise from tutorials and one to one meetings with any person: and in particular with individual young people/vulnerable adults.
- 2.2 Where possible, make sure someone else is aware that the tutorial is taking place, avoid doing tutorials that are unplanned and not in designated spaces, so that the College is aware.
- 2.3 Employees must take care of their own welfare. If a person being seen is upset or angry, the member of staff should ask a member of the Student Services team to join them. If this is not possible, the meeting should be deferred. It is recognised that tutors may need to see a student at the end of a class to deal with an issue swiftly. The tutor will need to judge whether it is appropriate to conduct this meeting with another colleague present.

2.4 All tutorials conducted away from College premises or known external spaces must be subject to a risk assessment and authorised in advance by the line manager and Head of Education

2.5 There may be occasions where conversations will cover particularly sensitive matters in tutorials. Tutors must in these circumstances, use their discretion to ensure that, the student is heard but referred on to the Student Support team as soon as possible.

3. Use of electronic media

3.1 It is not appropriate for a tutor to engage on a personal level with a student on a social networking site, e.g. Facebook. If a tutor wishes to set up a group in order to share information with students, or to set up a group solely for College work, they must declare this to the Head of Education.

3.2 Care should be taken in the content and style of language when e-mailing, texting or sending messages to students, in order to avoid opportunities for the tone of language to be misconstrued.

4. Contacting students outside of work

4.1 It is not acceptable practice for employees to use their personal telephones when contacting students and a College telephone must be used. Telephone calls should be made within normal working hours.

4.2 Employees must not in the course of their work give out any personal telephone numbers, either their own or colleagues', to students.

4.3 Employees must not arrange to meet students who are young people or vulnerable adults socially outside of the College, or invite them to their home.

5. Physical contact with students

5.1 Employees who have to administer first aid should ensure, wherever possible, that other students or another adult are present.

5.2 Where the special needs of the young person or vulnerable adult dictate that physical contact is essential, this must only be undertaken by trained persons in accordance with the agreed risk assessment.

5.3 Some employees are likely to come into physical contact with students from time to time in the course of their duties. For instance, showing a learner how to use an instrument or piece of equipment. Employees should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

5.4 Only those staff that have been trained to restrain a learner physically to prevent them from inflicting injury to others, self-injury or to prevent them from damaging property, should do so, in accordance with the agreed risk assessment. Where an employee has taken action to restrain a learner, they must report the matter to their line manager.

5.5 Physical contact may be misconstrued by a learner or observer. Such contact can include well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm, which, if repeated with a learner, could lead to serious questions being raised. Therefore as a general principle, employees must not make gratuitous physical contact with students in the course of their work.

6. Financial dealings with students

- 6.1 It is not appropriate to lend money to a learner or act as an intermediary for payments e.g. for educational visits. If a learner is experiencing financial difficulties the matter must be referred to Student Support.
- 6.2 Employees must not handle financial information and transactions, i.e. bank or credit card details unless authorised to do so under financial procedures.

7. Journeys by car

- 7.1 It is not acceptable for employees to offer lifts to students in their cars, particularly when the employee is the only adult in the car. It is recognised that situations can arise where this is difficult or unavoidable; in such cases the employee must consider the balance of risks. If possible they must seek prior approval from their line manager, or in their line manager's absence, the Head of Education, College Principal or Head of Student Services. This is to ensure that the circumstances are known about in advance and it has been established that there is no reasonable better alternative available to them and the learner(s).
- 7.2 If there are exceptional circumstances, authorisation from the line manager/tutor leader/college manager/head of student services and parents will need to be obtained.

8. Educational visits and extra-curricular activities

- 8.1 The standard of behaviour expected of employees on educational visits and extra-curricular activities will be no different from the behaviour expected within the College.
- 8.2 It is important that normally, where there is a mixed group, both male and female staff accompany students on educational visits and extra-curricular activities.
- 8.3 Staff involved in activities outside of the College, must ensure that a risk assessment has been conducted.

9. Reporting incidents

- 9.1 Following any incident where an employee feels that their actions have been, or may be, misconstrued they must discuss the matter with their line manager/Head of Education/College Manager/Head of Student Services as a matter of urgency. Where it is agreed with the line manager/Head of Education/College Principal/Head of Student Services, the employee should provide a written report of the incident.
- 9.2 It is especially important to speak with the line manager/tutor leader/college manager/head of student services in cases where an employee has restrained a learner physically. The College reporting procedure and completion of the Incident Report Form must be followed without delay.

10. Employing students

- 10.1 It is recognised that there may be circumstances in which an employee engages the services of a learner. It is important that this relationship does not give rise to any abuse of trust on either side.
- 10.2 All such engagements must be declared both to the Personnel Department and the employee's line manager to ensure transparency. Any such arrangements must be declared, approved and recorded in advance.

11. Confidentiality

11.1 Employees must not use any information obtained in the course of their employment for personal gain nor pass it on to others who might use it in such a way.

12. Conclusion

12.1 In all circumstances, professional judgement will be exercised, and exceptions to paragraphs 3, 4 and 7 may sometimes apply where the student is already known to the employee outside of the College: e.g. as a friend of the family.

12.2 For the vast majority of employees this code will serve only to confirm what has always been their practice. If employees have any doubts about the advice contained in this document, they should consult their line manager.

12.3 If in any doubt, staff must consult their line manager.