



Ruskin College Oxford

SAFEGUARDING POLICY, PROCEDURE AND GUIDANCE

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RUSKIN COLLEGE

SAFEGUARDING POLICY, PROCEDURE AND GUIDANCE

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RUSKIN COLLEGE

SAFEGUARDING POLICY, PROCEDURE AND GUIDANCE

A. POLICY

Introduction

The Governors and College Management are committed to ensuring safeguarding and promoting the welfare of all learners by:

Prevention - providing a safe environment for learners to learn and live in, e.g. through robust staff recruitment, policies and procedures that support safeguarding, a positive College atmosphere which promotes our College values and provides excellent pastoral and welfare support for all learners.

Protection - identifying any learners who are suffering, or likely to suffer, significant harm, e.g. by neglect, physical injury, sexual abuse or emotional abuse or any aspect of bullying, harassment, coercion or radicalisation.

Support - taking appropriate action to see that all learners are kept safe, both at home and at the College. The College's initial support steps are outlined within the fitness to study procedure which is used consistently to by ensuring early intervention with regards to learner health/behaviour and recommendations for support with the aim of avoiding a crisis situation.

In developing and reviewing these safeguarding policies and procedures the Governing Body and College management undertake consultation with staff, learners and the relevant bodies including the Oxford Safeguarding Adults Board OSAB, the Department for Children, Schools & Families, the police and the Disclosure & Barring Service and follow recommended guidance.

Statement of Principles

Ruskin College is committed to Safeguarding and promoting the welfare of learners and expects all staff, volunteers and partners to endorse and practise this commitment at all times.

The Governors and staff at Ruskin College regard each learner as a unique individual and therefore seek to support learner development in ways which will foster security, confidence and independence. We recognise that high self-esteem, peer support, a safe and secure College environment and clear lines of communication with staff promotes a positive College experience and is key to progression and growth. These are regarded as central to the wellbeing of the individual and are therefore seen to be an intrinsic part of all aspects of the curriculum and ethos of the College.

Aim:

- To safeguard all College learners, (recognising those who may be particularly vulnerable).
- To safeguard College governors, staff, volunteers and partners in carrying out their duties in teaching, supervising and supporting learners at the College and other external facilities, in the workplace or by distance learning.

Scope:

Applies to:

- All learners
- All governors, staff, volunteers, partners and families living and working at the College and other external facilities, in the workplace or by distance learning.

In order to demonstrate our commitment to safeguarding we will:

- Provide a safe environment for learners to learn in.
- Identify learners who are suffering, or likely to suffer, significant harm.
- Take appropriate action including referrals to see that learners are kept safe, both at home and at the College.

- Ensure that learners, staff (including lone workers), visitors, Governors, volunteers, employers, delivery partners and contractors feel safe.
- Implement safeguarding measures that meet DBS (Disclosure & Barring Service) compliance including the safe recruitment of staff.
- Ensure that safeguarding is prioritised and that safe working practices are in place in all settings (including off site venues).
- Ensure that all staff are trained appropriately in Safeguarding and that key staff are trained to Level 2.
- Maintain a safe environment for all College stakeholders.
- Work with external agencies and professionals to safeguard College stakeholders.
- Ensure risk assessments are in place and action as appropriate.
- Have procedures in place to safeguard all stakeholders including being able to respond effectively to incidents.
- Minimise the occurrence of accidents and incidents.
- Ensure that Governors are informed of safeguarding activity and incidents and are fully aware of their responsibility with regard to safeguarding.
- Prevent learners and staff from being drawn into Radicalisation and Extremism.
- Maintain a line management framework through which staff are able to raise issue in relation to safeguarding in an appropriate, accessible and receptive environment.

Monitor & Review

The Governing Body will receive from the Senior Staff Member with Lead Responsibility for Safeguarding, an annual report which reviews how the duties have been discharged. Targets and points are monitored and reported upon. (See Appendix 9)

The Governing Body must ensure that there is liaison with the Senior Leadership Team (SLT) and Senior Staff Member with Lead Responsibility for Safeguarding over matters regarding Safeguarding, including:

- Ensuring that the College has procedures and policies which are consistent with the OSAB procedures and government policy and guidance.
- Ensuring that the Governing Body considers the College's Safeguarding Policy annually.
- 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 undertaken.

B. RESPONSIBILITY FOR SAFEGUARDING

The Governing Body and College Management Team

The Governing Body and College Management Team have a joint responsibility to ensure that the College has policies and procedures in place in respect of safeguarding and welfare.

The Governing Body, Chief Executive & Principal and all staff working within the College receive appropriate training to familiarise themselves with safeguarding issues and their responsibilities and the College procedures and policies receiving an update on legislation changes and emerging themes annually and full refresher training at least every three years.

Designated Governor

The Governing Body has a Designated Governor with special responsibility for safeguarding and child protection issues and is appropriately experienced. This includes items relating to preventing radicalisation.

The designated member of the governing body with responsibility for safeguarding is:

Oshor Williams

Tel: 07966 845 586

email: owilliams@thepfa.co.uk

The Designated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead over matters regarding safeguarding, including:

- Ensuring that the College has procedures and policies which are consistent with current government policy and guidance
- Ensuring that the governing body considers the College safeguarding a priority
- 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 undertaken.

Designated Safeguarding Lead

There is a Senior Staff Member with Lead Responsibility for Safeguarding identified as the Designated Safeguarding Lead (DSL) The Designated Safeguarding Lead is assisted by a number of other (back up) Safeguarding First Responders (SFR).

The DSL is:

Learner Services Manager

Vinisha Patel

Tel: 01865 759604

email: vpatel@ruskin.ac.uk

The DSL reports to the Principal and receives training in safeguarding and inter-agency working and will update their knowledge at least annually. The post-holder is required to keep up to date with developments in safeguarding supported by the Safeguarding Team.

The DSL is responsible for:

- Leading and Safeguarding within the College and ensuring that there are policies, procedures and systems in place to safeguard and promote the welfare of all learners.
- Ensuring identified safeguarding procedures are followed and actions are agreed, monitored and achieved on relevant plans.
- Providing advice and support to staff and volunteers on issues relating to safeguarding.

- Maintaining a proper record of any referral, complaint or concern in respect of abuse or safeguarding (even where that concern does not lead to a referral).
- The regular monitoring of concerns that are recorded on the Central Safeguarding Database (CSD) and any escalation of high or severe risk banded concerns.
- Liaising with other educational establishments in relation to safeguarding and welfare issues to ensure that appropriate arrangements are made for the learners attending College.
- Liaising with employers and training organisations in relation to safeguarding and welfare issues to ensure that appropriate safeguards are put in place when considering activities like work placements.
- Ensuring that all staff and volunteers receive basic training in safeguarding and welfare issues and are aware of the College Safeguarding Policy and Procedure.
- Ensuring that all members of the Safeguarding First Response Team are trained to the appropriate level and that they keep up to date on current safeguarding issues.
- Ensuring that evidence is provided by employers of external support staff and staff working for organisations providing services at the College centres that their staff have been adequately vetted and trained in safeguarding.
- Ensuring learners who disclose a criminal conviction are risk assessed and appropriate control measures are put in place to make sure they, and other learners and staff are safe on site. This may include taking legal advice and indeed external advice from other education establishments, social workers, the police, youth offending team and probation team.

The Safeguarding First Response Team

The Safeguarding First Response team manage day to day safeguarding concerns as they arise and deputise for the DSL. All members of the team have received at least level two safeguarding training from the local authority and undertake regular update training on specific aspects of safeguarding issues.

The Safeguarding First Response team meet weekly with key curriculum staff to review current cases and support that has been put in place. On a monthly basis they look at emerging themes, policy and guidance updates, take part in training activities and identify any further training needed by individuals within the team.

The Safeguarding First Response team will:

- Support the DSL in the review of policies, procedures and systems to safeguard and promote the welfare of all learners.
- Know how to make an appropriate referral and will be available to provide advice and support to staff and volunteers on issues relating to safeguarding, welfare and child protection.
- Have particular responsibility to be available to listen to learners studying at the College or on placement and ensure they, their families and those involved, as appropriate, are updated of any developments on a frequent basis.
- Will support individual cases, including attending Initial Safeguarding Reviews, internal review meetings, Core Groups, strategy meetings, Channel meetings Multi Agency Public Protection Arrangement (MAPPA) Meetings and other Multi Agency Meetings as appropriate.
- Have received training in safeguarding issues and inter-agency working and will update their knowledge at least annually.

Members of the Safeguarding First Response team are:

Vinisha Patel
Learner Services Manager
Tel: 01865 759604
email: vpatel@ruskin.ac.uk

Thom Young
Safeguarding Consultant
Tel: 01865 759612
email: tyoung@ruskin.ac.uk

Safeguarding First Response Phone: 07787 428586

The Safeguarding Panel

The College has a central Safeguarding Panel which meets every half term and has a formal constitution and terms of reference.

This group ensures that a range of resources and opportunities are in place, throughout the year to remind learners and staff of their responsibilities in relation to safeguarding and child protection. These include inductions for both staff and learners, safeguarding awareness activities, constantly reminding learners and staff who they should refer issues to and ongoing training and updates.

The Safeguarding Panel is chaired by the DSL and is made up of leaders from all academic areas across the College as well as other relevant non-curriculum departments.

Members of the Safeguarding Panel are:

- Vinisha Patel – Student Services Manager
- Thom Young – Safeguarding Consultant
- Rena Rani – Assistant Principal
- Mark Walsh - Programme Manager – Curriculum
- Sally Mercer – Programme Coordinator Access to HE
- Dave Proctor – TUC Programme Manager
- Ray King – Learning Resources Manager
- Dean Holmes – Estates and Facilities Manager

Referrals

In a situation where there is a concern about a learner's safety, normally via the DSL or SFR, the College will provide guidance on any other agencies who may be able to provide some support and support the learner in contacting them. If a learner is deemed not to have capacity to make appropriate decisions about their own welfare, the College may, in the interest of safety, make the decision to contact an external agency on their behalf. This may include calling the emergency services.

Where concerns are raised around the safety of other learners, staff or individuals in the community the College will, where appropriate, contact the police. This includes concerns where an individual may be drawn into terrorism and a referral may be made into the Channel process.

Cases which Risk the Reputation of the College

In the event of a case of a high profile case which could cause damage to the reputation for the College then the Link Governor will be informed at the earliest opportunity it is deemed relevant. Situations which might lead to the Link Governor being informed include:

- A significant failure the safeguarding processes of the College
- The College involvement in a Serious Case Review
- A complaint to Ofsted or the Education Skills and Funding Agency

Safeguarding Children and Young People

While the general population of Ruskin College does not contain students under the age of 18, the College recognises that there are times when children and young people are onsite. It also recognises that they will also be an integral part of the lives of the students who study at the College. The College has a statutory and moral duty to safeguard and promote the welfare of children and young people resident at, attending or visiting, the College. It also takes a stance on supporting all children and young people in every way possible, both now and in the future, including through working towards healthier and more sustainable communities for them to grow up in. Ways in which it will seek to do this may include the design of curriculum content, the engaged scholarship of academic staff, the activities involved in community outreach and the provision of a family friendly environment at Ruskin.

Throughout this document, reference is made to 'children and young people'. In this context, this term is used to mean 'those under the age of 18'. The Governing Executive recognises that some adults are also vulnerable to abuse and will work to support and protect them also.

The Governing Executive is committed to ensuring that the College:

- makes clear to parents or carers that any children they bring onto site remain their responsibility at all times,
- takes appropriate action to see that children and young people are kept safe while at the College,
- makes every effort to identify any children or young people who are suffering, or who are likely to suffer, significant harm, develops policies to achieve positive outcomes for any young people or vulnerable young adults who may attend the College,
- promotes the well-being of all children and young people through its activities and its teaching.

In pursuit of these aims, the Governing Executive will approve and periodically review policies and procedures with the aim of:

- raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for the children and young people living within, or visiting, the College; in conjunction with their parents or carers.

- 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 or disclosures of child abuse
- working to support children and young people wherever relevant, and to enhance their experience of the College through the formal and informal curriculum.

In continually improving this policy and any associated procedures, the Governing Executive will consult with, and take account of, guidance issued by government and other relevant bodies and groups. Particular regard will be paid to any advice from the local Children's Safeguarding Board www.oscb.org.uk

The College will refer concerns that a child or young person might be at risk of significant harm through its own designated member of staff to the local child protection lead agency, normally after explaining to the child or young person (allowing for age and understanding) and the child's parent or parents that this is going to happen. Even if the parent opts to make contact with the appropriate authorities him or herself, the designated member of staff at Ruskin will still report to the local child protection lead agency. The College recognises that although it is ideal to work with parents, and parents have legal authority over their children, there are some situations where this may provoke further risk to the child. The designated member of staff would consider this before speaking to the parent.

There will be a designated member of staff with lead responsibility for child protection issues. It is the responsibility of the Governing Executive to designate this member of staff, on the recommendation of the Principal. The individual so designated will be accountable to the Governing Executive, under the day-to-day oversight of the Principal. The designated member of staff will:

- liaise with the local child protection lead agency,
- refer any cases of suspected abuse, or allegations or disclosures, to that lead agency, through the appropriate channel,
- maintain a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral),
- provide general advice and support to all College members (i.e. staff and students) on issues relating to child protection policy and practice,
- ensure that parents and carers of children and young people living within the College are aware of the College's Policy on Safeguarding, and
- offer any College member who may be concerned about the safety or well-being of a child or young person in the College an opportunity to discuss their concerns. Such concerns should not be discussed with any other staff except with the designated member of staff.

Trade Union Courses

Ruskin College is in the unique position of being able to offer Trade Union education. All of these courses are run offsite and the students on them are over the age of 18. However, the College recognises its responsibility and moral obligation to help these learners stay safe, happy and well. Trade Union course are delivered by College Staff and information on safeguarding processes and Prevent are provided to students on the course. The students are able to contact the safeguarding team should they have any concerns or issues they need support with.

C. REPORTING CONCERNS

All staff are provided with Safeguarding and Prevent information at induction, including how to report a concern, and receive Safeguarding and Prevent training within their first three months of employment. Their probation period cannot be completed until evidence of attending Safeguarding and Prevent training is recorded. Staff also receive update training every year and attend a full refresher training session every three years.

Procedure (See Appendix 1)

If a learner tells a member of staff about possible abuse:

DO:

- Stay calm and be reassuring.
- Listen to and take what the learner says seriously.
- Tell the learner that she/he is right to tell someone.
- Let him/her know that you understand how difficult it is to talk about such experiences.
- Arrange a place and time where you can talk privately and uninterrupted as soon as possible.
- Explain that you will need to involve other people and why.
- Be supportive, empathise and allow the learner to speak.
- Make written record of what is said by the learner immediately. It needs to be made clear to staff that they can ask open questions but only when necessary in order to clarify or gather further information. (The TED, Tell me, Explain, Describe, method is recommended).
- Contact the SFR on duty using the safeguarding phone: **07787 428586**
- Talk to a member of the Safeguarding Team about your feelings and seek support for yourself using the college's support systems.

DO NOT:

- Promise confidentiality
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions which may invalidate court proceedings or impede an investigation
- Ask the learner to repeat the details unnecessarily
- Show signs that you are overly emotional. It is good to empathise but the learner should not feel they are upsetting you
- Interrupt or stop a learner during a disclosure
- Underestimate your role as a trusted professional
- Forget to make time and seek support for yourself

If staff have a Safeguarding concern they should contact the duty SFR immediately by calling the safeguarding mobile phone on **07787 428586**. Should staff receive an allegation of abuse they should take the earliest opportunity to write down what was said during the conversation in as close the original words as they can remember and give this to the DSL. This may be used as evidence, should the case go to court.

Staff should not investigate concerns or allegations themselves, but should report them immediately the duty SFR. The DSL or, where he/she is not available, the duty SFR will make appropriate referrals in accordance with government guidelines.

Generally, staff other than the DSL, the duty SFR or Principal should not make referrals, however in an emergency or if after discussion with a SFR a member of staff believes that a referral should be made, but the SFR does not, then in this case the referral may be made. If this occurs, the DSL must be informed in order to keep records and oversee any on-going work.

Confidentiality

Any learner who wishes to disclose must be informed that the member of staff has a professional responsibility to share the relevant information about the protection of the learner and any other young people or vulnerable adults with other professionals. Additionally any information about criminal activity disclosed will be reported to the police.

If a learner confides in a member of staff and asks for the information to be kept secret, the member of staff has a responsibility and duty of care to share the information with DSL or the duty SFR. This needs to be done with care and sensitivity and the learner needs to be reassured that the matter will only be discussed with people who need to know.

Case Conferences and Professionals Meetings

A member of the Safeguarding Team will endeavour to represent the College at all Case Conferences or Professionals Meetings, to which they have been invited. If the College is unable to be represented at one of these meetings, a written report may be submitted. If other College staff receive invites to any kind of Safeguarding or Welfare Meetings, they should pass this information onto the DSL immediately.

Supporting Learners at Risk

Statistically adults with identified needs e.g. behavioural difficulties and/or disabilities are more vulnerable to abuse. College staff who work in any capacity with adults with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Escalating Concerns

Where the College is concerned about the response from an external agency regarding a referral about a learner, the DSL or SFR will ask to escalate the case to a senior manager within the organisation.

If this has been done and the appropriate action has still not been taken by the organisation, the College will submit a complaint via the organisation's professional to professional complains process, or equivalent. Where no such process exists, this will be lodged as a normal complaint.

If this action does not receive an adequate response the College may take the decision to lodge a complaint with organisation's quality oversight body.

D. SAFER RECRUITMENT AND SELCTION PROCEDURES

Safer Recruitment Policy Statement

The College aims to attract, reward and retain the best available people and to make the maximum possible use of the abilities of all its employees whilst ensuring it safeguards and promotes the welfare of its students receiving education and training at the College or in the workplace. In accordance with legislation and guidance, the College follows safer recruitment processes including the recruitment of ex-offenders and the use of the Disclosure and Barring Service. These 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.

General Principles

The College actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records with some exceptions (see 'At Interview section'). The College select all candidates for interview based on their skills, qualifications and experience.

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, Ruskin College complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

The College is committed to the fair treatment of its staff, potential staff or users of its services, regardless of all protected characteristics (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

All application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

As an organisation using the DBS service to help assess the suitability of applicants for positions of trust, Ruskin College complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the General Data Protection Regulations and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information.

Reporting of Criminal Records

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their unspent criminal record at an early stage in the application process. We request that this information is sent with the Equal Opportunities monitoring form to the HR office within the College and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

The College will not accept the findings of a DBS check carried out by a former employer or other organisation.

People Banned from Working with Children

Under the provisions of the Protection of Children Act and the Criminal Justice and Court Services Act 2000 a number of people are banned from working with children. Examples of offences specified in Schedule Four of the Criminal Justice and Court Services Act 2000 include:

- Trafficking people for exploitation
- Having indecent photographs of children
- Gross indecency with a child
- Supplying or offering to supply a class A drug to a child

This list is not exhaustive and the College retains the discretion in making a final decision on whether or not to exclude an applicant or an employee from the College.

During the Recruitment Process

We ensure that all those in the College who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At Interview

Any unspent convictions, reprimands or warnings will be discussed with the applicant during the interview process. There will be a separate conversation with a member of the HR team, during which the College will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment. The applicant will be reminded of the College's policy on safer recruitment and the College's commitment to the DBS Code of Practice.

Where a disclosure has been made or a check has revealed a criminal record, the factors to be taken into account before making a recruitment decision are as follows:

- Whether the conviction or other matter revealed is relevant to the position in question.
- The seriousness of any offence or other matter revealed.
- The length of time since the offence.
- Whether the applicant has a pattern of offending behaviour or other relevant matters.
- Whether the applicant's circumstances have changed since the offending behaviour or the other relevant matters.
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If a decision is made not to employ on the basis of the criminal conviction, a letter will be sent to the applicant informing them of the decision.

Where a prospective employee or volunteer disputes the information provided in a disclosure, that dispute will need to be resolved before the employer can reach a recruitment decision. In such cases the applicant should liaise directly with the DBS to challenge the information provided. Information may need to be shared with the Principal in order for a final decision to be made. This may include the completion of a Risk assessment which would be kept on file.

During Employment

Employees will be required to bring their DBS certificate to the HR office when they are rechecked **every three years**. Following receipt of a disclosure and a risk assessment, if any unspent convictions, reprimands or warnings on the disclosure are considered to be of a nature which may be considered a risk of harm to learners, the HR office will inform the line manager of the need for an investigation. The HR office will call a meeting with the employee and their line manager to discuss the matter with them. For minor offences the matter will be brought by the HR Manager to the Principal for a decision. For more serious offences the College reserves the right to suspend an employee pending the outcome of the investigation. Complete confidentiality will be maintained throughout the procedure. This process will be followed in line with the College Disciplinary Procedure.

The information revealed in the disclosure will only be shown to those involved with the employee either in their recruitment at the initial stages. Should the matter be referred to a disciplinary panel, only panel members will be informed of the details of the investigation.

The factors to be taken into account before making a dismissal decision are as follows:

- Whether the conviction or other matter revealed is relevant to the position in question.
- The seriousness of any offence or other matter revealed.
- The length of time since the offence.
- Whether the applicant has a pattern of offending behaviour or other relevant matters.
- Whether the applicant's circumstances have changed since the offending behaviour or the other relevant matters.
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person.

Storage and Access

The College will ask to see the DBS certificate and record the relevant information on the central record. The College will accept a previous DBS certificate where the DBS has issued the certificate to the applicant within the previous three months. The College does not take copies of DBS certificates but will hold the details of the certificate number against the staff member's name on the single central record.

Handling

Disclosure information will only be passed to those who are authorised to receive it in the course of their duties in strict confidence. The College maintains a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Evidential Documentation

The HR office will verify and maintain of file:

- Verification of academic or vocational qualifications claimed.
- Checking previous employment history, including gaps in employment
- DBS enhanced disclosure check for all appointees.
- Health and disability checks

For any role that is considered to be within the definition of 'regulated activity' according to the Home Office guidance, the College will request that this individual is checked on the appropriate Independent Safeguarding (ISA) barred list (for children, adults or both). It is illegal for the College to employ any person who is barred from working with children or vulnerable adults. Decisions on which roles are to be referred to a barred list check will be made based on the findings of a risk assessment.

*Regulated Activity includes the following (this is not an exhaustive):

- Teach, train, instruct, care for or supervise children regularly.
- Provide advice/guidance on well-being regularly to children.
- Drive a vehicle only for children regularly.
- Providing healthcare for adults.
- Assistance with cash, bills and/or shopping.
- Assistance in the conduct of a person's own affairs.
- Conveying.

Applicants are asked to declare on the application form details of any unspent criminal convictions, cautions, reprimands or warnings. Offers of employment are subject to references and a DBS check. In situations where previous unspent criminal convictions, reprimands or warnings may be a barrier to the applicant being offered the role they have applied for, the situation will be reviewed by the Principal.

Where an applicant commences employment prior to all of the above checks being received, the College will ensure that if this employment includes work with children or vulnerable adults, they will be supervised at relevant times by another member of staff who has the appropriate checks in place.

Staff Accessing Residential Accommodation

When recruiting staff to work on the residential premises the College will make additional checks:

- Direct contact will be made with each referee to verify the reference.
- Contact will be made by the College with each previous employer involving work with children, young people or vulnerable adults, to check the reasons the employment ended.
- Any gaps in the application form will be checked and a written record made that explanations for the gaps have been sought and are satisfactory

Volunteers

All volunteers working for the College in regulated activity will be subject to List 99 and DBS enhanced disclosure checks before they work for the College. The College will maintain an up to date list of all persons working as volunteers. The list will be held centrally by the Human Resources

Department, but it will be the responsibility of Curriculum Managers to ensure that this central register is kept up to date. The definition of a volunteer is: *"a person who is engaged in any activity which involves spending time, unpaid (except for travelling and other approved out-of-pocket expenses), doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives"*.

Existing Staff

Existing staff will be checked on a 3 year rolling programme. All staff working with children or vulnerable adults or staff with designated responsibilities for example: Designated Safeguarding Lead (DSL), will also be subject to DBS enhanced checking.

College Governors

All newly appointed members of the College Board of Governors will be informed in their letter of appointment that they will be subjected to an enhanced DBS check as a requirement by the College. They will be asked to bring in the appropriate identification information on their induction day for verification by the HR office. Each of the current governors will be subject to an enhanced DBS check.

Outside Contractors Working on the College Premises

Regular contractors who perform work on site ie, security and canteen staff are all DBS checked. When a situation arises where they require cover staff to work, who are not DBS checked, those staff are supervised at all times by a member of their staff who is DBS checked. Equally, when contractors need to work onsite who are not DBS checked ie, maintenance and building contractors, they are supervised at all times by a member of the Ruskin College estates team.

Visitors to the College

Staff and managers are responsible for any individual they invite to the College. Staff should not invite visitors to the College without line manager approval. Visitors to the College must sign in at the reception desk and sign out when they leave, they should wear a visitor's lanyard and badge at all times and this must be handed back when they sign out.

Monitoring

Failure to engage in the College's DBS checking process including failure to produce the DBS disclose on request at appointment will result in the offer being withdrawn. Employees who fail to engage in the rechecking process or fail to produce their DBS when requested will result in the employee being subjected to disciplinary action which may result in dismissal.

Adults with Additional Needs

In accordance with the Vetting and Barring Scheme the term vulnerable adults is no longer used in Safeguarding and Safer Recruitment terms. These are based on individual roles within a setting e.g. in education teaching, training, supervising children or providing Information, Advice or Guidance is classed as regulated activity and as such Enhanced Disclosure with a check against the Barred list is required in all cases. Regulated activity working with adults with particular needs is determined by the level of need and risk assessment. Examples of regulated activity linked to services provided include:

- Providing health care by a health care professional.
- Providing personal care where an individual requires basic needs.
- Providing social work meaning a Social Worker.
- Transporting adults with additional needs to health care appointments.

There is a greater focus on individual roles and further guidance is available from the Vetting and Barring Scheme

Allegations against Members of Staff

The College recognises while at this time it does not directly work with children there are times when children or vulnerable adults may be on site and therefore there is the possibility of allegations being made against staff both from children and adults. The College has a process for Managing Allegations against Adults Working in Education Settings.

The College recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

The College recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

Receiving an Allegation from a Child

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines in Appendix 2 for dealing with disclosure.

The allegation should be reported immediately to the DSL or HR Manager unless the allegation is against the Designated Safeguarding Lead or HR Manager in which case it should be reported to the Principal. If the allegation is against the Principal, it should be reported to the Chair of Governors. In this scenario the Chair's initial role would be to gather witness statements. There would need to be an internal investigation pending the content.

Any allegation of abuse received from a person under 18 will immediately be referred to the LADO (Local Authority Designated Officer).

Enquiries and Investigations

Safeguarding enquiries by Social Care, or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the Police, have no power to direct the College to act in a particular way, however, the College should assist the agencies with their enquiries. The College shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation.

Any internal enquiries shall conform to the existing staff disciplinary procedures. If there is an investigation by an external agency, for example the Police, the Principal and (or designated person) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or designated person) is responsible for ensuring that the College gives every assistance with the agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made.

The Principal (or designated person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

Subject to objections from the police or other investigating agency, the Case Manager shall:

- inform the student or party making the allegation that the investigation is taking place and what the likely process will involve.
- where allegation involves a child ensure that the parents/carers have been informed that the allegation has been made and what the likely process will involve.

- inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- appoint a named representative to keep the person subject to the allegation informed.

The Principal (or Case Manager) shall keep a written record of the action taken in connection with the allegation.

Suspension of Staff

Suspension should not be automatic. All options to avoid suspension should be considered prior to suspension in respect of staff other than the Principal, suspension can only be carried out by the Principal or a Senior member of staff accompanied by HR authorised by the Principal.

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:

- where a child/adult is at risk.
- where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
- where necessary for the good and efficient conduct of the investigation.

If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.

If the Principal considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.

Where a member of staff is suspended, the Principal should address the following issues:

- the Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. As stated previously where the allegation involves someone under the age of 18 The LADO should be contacted before any action is taken, including talking to the member of staff.
- senior staff who need to know of the reason for the suspension should be informed
- depending on the nature of the allegation, the Principal should consider with the HR Manager and Designated Safeguarding Lead whether a statement to the students of the College should be made, taking due regard of the need to avoid unwelcome publicity
- the suspended member of staff should be given appropriate support during the period of suspension. They should also be provided with information on progress and developments in the case at regular intervals by the Case Manager
- the suspension should remain under review in accordance with the College disciplinary procedures.

The Disciplinary Investigation

The disciplinary investigation should be conducted in accordance with the College's existing staff disciplinary procedures.

The member of staff should be informed of:

- the disciplinary charge against them.
- their entitlement to be accompanied or represented by a trade union representative or friend.

Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work.

The person at risk in the allegation and/or their parents/carers should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff (if suspended).

The Principal (or Case Manager) should give consideration to what information should be made available to the general population of the College.

Allegations without foundation

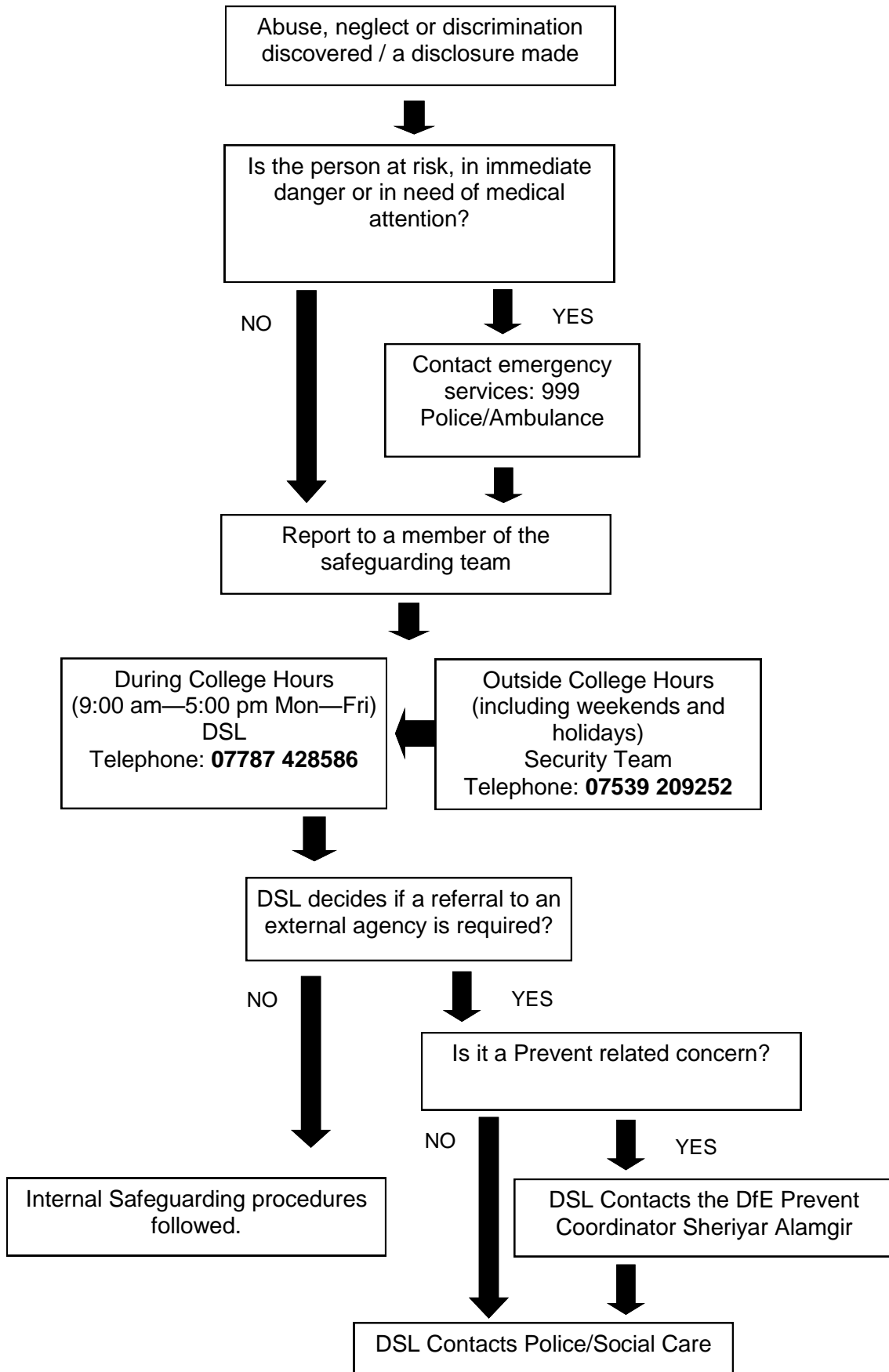
False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Social Care Department in order that other agencies may act upon the information. The results of an unfounded allegation from a child will also need to be discussed with the LADO.

Records of malicious allegations will be removed from personnel records.

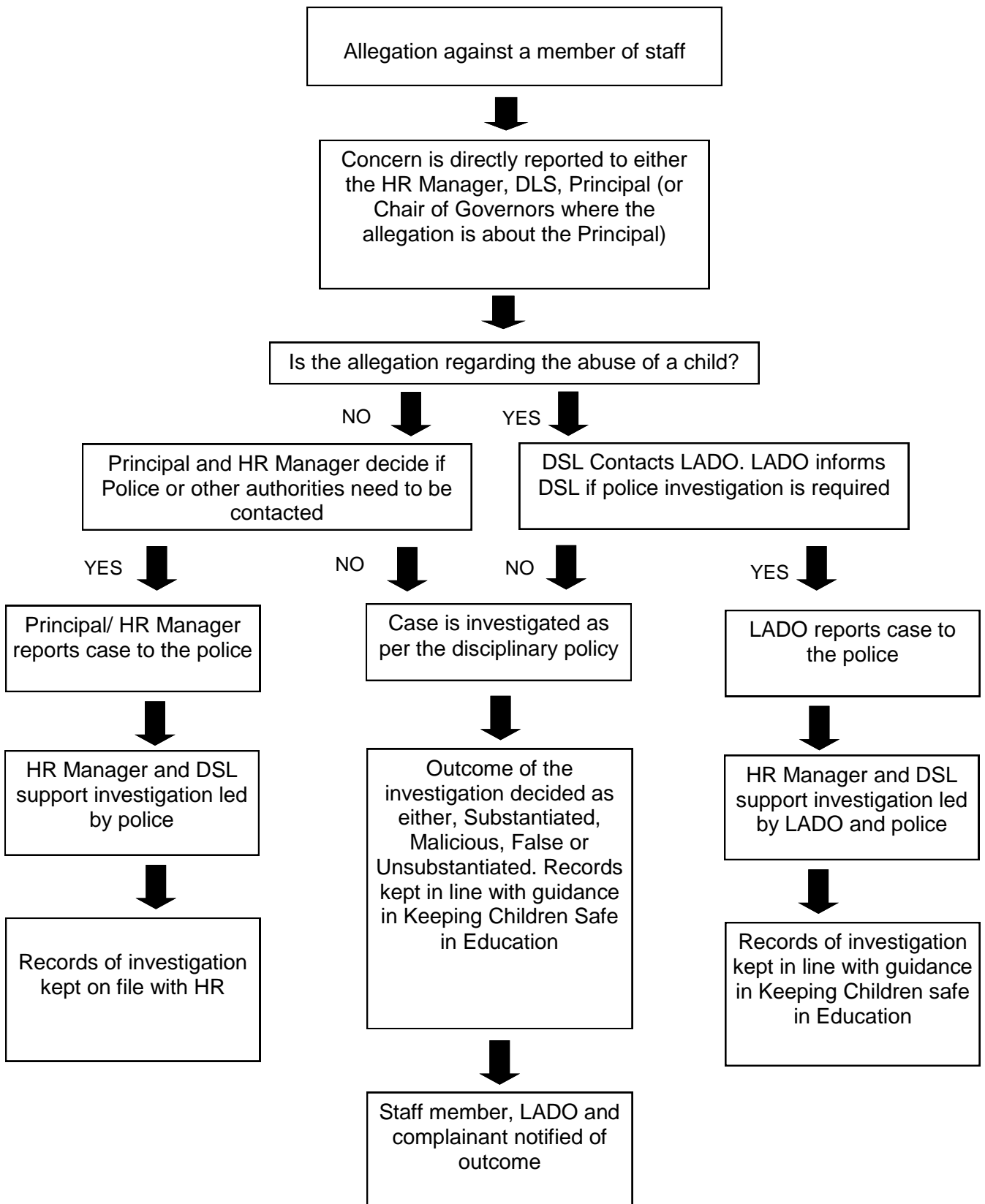
In consultation with the Case Manager and the Designated Safeguarding Lead the Principal shall:

- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken.
- inform the alleged victim that the allegation has been made and of the outcome. Where the alleged victim is under the age of 18 inform the parents/carers.
- where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child
- prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken

Safeguarding Reporting Flow Chart



Allegations Against Staff Flowchart



Preventing Radicalisation Guidelines

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
<https://www.oxfordshire.gov.uk/residents/fire-and-public-safety/safeguarding-extremism>
<https://www.safecampuscommunities.ac.uk/home>

Statement of Intent

Ruskin College is committed to providing a caring, friendly and safe environment for all of our learners so that they can learn in a relaxed and secure atmosphere. We believe every learner should be able to participate in all College activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every employee or those invited to deliver services on behalf of Ruskin College. We recognise our responsibility to safeguard and promote the welfare of all our learners but also we have a duty to promote community cohesion.

Definition of Radicalisation

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

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

Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of people being radicalised:

- Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with learners;
- Identifying a range of interventions - universal, targeted and specialist - and the expertise to apply these proportionately and appropriately;
- Taking appropriate measures to safeguard the wellbeing of learners living with or in direct contact with known extremists.

Preventing Radicalisation

Ruskin College uses the following accepted Governmental definition of extremism which is: *'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'*.

As a College we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners and so should be addressed as a safeguarding concern. The College also recognises that failure to challenge extremist views may lead to failure to protect College learners. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting life chances. Education is a powerful weapon against this; equipping learners with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Ruskin College will provide a broad and balanced curriculum, delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

The College is aware that learners can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist. Any prejudice, discrimination or extremist views, including derogatory language, exhibited by learners or staff will be challenged and where appropriate dealt with in line with the College's disciplinary procedures for learners and staff. Refer to the Equality and Diversity Policy and Procedure.

Risk Assessment and Action Plan

The DSL risk assesses the College against the Prevent Duty on an annual basis.

Key factors used to identify the risk and subsequent actions are:

- Information provided from the Counter Terrorism Local Profile.
- How and where learners are likely to be radicalised.
- Current College policies and procedures.
- Staff training.
- Equality and Diversity factors.
- Promotion of British values.
- The safety and welfare of learners and staff.
- Relationships with external agencies.
- External speakers and events held on College premises.
- Sub-contractors.
- Nurturing an environment which encourages learners to air views, beliefs and grievances.
- Empowering staff and learners to challenge views that incite violence, degradation or hatred of others.

The action plan is monitored regularly at safeguarding panel meetings. The risk assessment will be reviewed annually giving input to a new action plan.

Prevent Coordinators

Support for Colleges and Universities on meeting the needs of the Prevent Duty is provided by regional Prevent Coordinators who report to the Department for Education. They support Colleges with training needs, guidance on meeting outcomes in PDBW and making appropriate referral to the Channel Panel.

The DfE Prevent Coordinator for the South East is:

Sheriyar Alamgir

Mobile: 07468714372

Email: alamgir.sheriyar@education.gov.uk

What to do if you Believe Someone to be at Risk of Radicalisation

The College will adopt the same approach to radicalisation and extremism as with any Safeguarding case. Any concerns from learners should be raised with a member of staff, most likely their tutor. Staff should listen; record the facts and share with the DSL or the duty SFR.

Referral Pathway

To make a referral related to someone being drawn into terrorism contact: **0345 050 7666** and ask to speak to the adult social care team.

Further guidance can be sought from the Anti-Terrorism Hotline: **0800 789 321**

Guidance on the process flow for referrals to Channel provided by the DfE are shown on the next page.

Teaching Approaches

Ruskin College will strive to eradicate the myths and assumptions that can lead to some learners becoming alienated and disempowered, especially where the narrow approaches individuals may experience elsewhere may make it harder for them to challenge or question these radical influences. This will be achieved by adopting the following the three broad categories:

- Making a connection with learner through good teaching design and a learner focused approach.
- Facilitating a 'safe space' for dialogue,
- Equipping learners with the appropriate skills, knowledge, understanding and awareness for resilience.

Ruskin College's goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. This will be achieved by developing a curriculum that includes:

- Open discussion and debate.
- Work on anti-violence and a restorative approach addressed throughout curriculum.
- Focused educational programmes.

Understanding and Recognising Risks

People can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a learner at risk of being drawn into criminal activity and has the potential to cause significant harm. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language.
- Possession of violent extremist literature.
- Behavioural changes.
- The expression of extremist views.
- Advocating violent actions and means.
- Association with known extremists.
- Seeking to recruit others to an extremist ideology.

Referral and Intervention Processes

Appendix 1 provides a model referral process for staff and learners who are vulnerable to radicalisation and/or who may be at risk through living with or being in direct contact with known extremists. Ruskin College will use this model to assist in identifying and responding to concerns about those who may be vulnerable to being drawn into violent extremist activity. Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the learner supports terrorism and/or violent extremism, must report these concerns immediately to a member of the DSL or SFR, by calling the Safeguarding phone, who will consider what further action is required.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two learners of any age and gender. It can also occur through a group of learners sexually assaulting or sexually harassing a single learner or group of learners. Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues.

Learners 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.

Disclosures 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 learners and college staff are supported and protected as appropriate.

Bullying (including cyber-bullying) can be involved in any type of abuse and is often motivated by prejudice or ignorance due to actual or perceived differences between people or groups or people. People who are lesbian, gay, bisexual or transgender (LGBT), those from minority ethnic groups, or those with disabilities and/or learning difficulties can be more vulnerable to this form of abuse and the College takes its duty to protect more vulnerable learners very seriously.

Ruskin College believes in the following principles:

- All learners have a right to attend college and learn in a safe environment and be free from harm.
- Being clear that sexual violence and sexual harassment is not acceptable, will never be tolerated'

Ruskin College will minimise the risk of sexual violence and sexual harassment by:

Prevention:

- Taking a whole college approach to safeguarding
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the college's behaviour policies and pastoral support system.
- Engaging with specialist support and interventions.

Responding to disclosures of sexual violence and sexual harassment:

- Learners making a disclosure of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the disclosure includes an online element staff will be mindful of the It Regulations, the Student Code of Conduct and Student Disciplinary Policy
- Staff taking the disclosure will contact a member of the safeguarding team by calling **07787 428586**.
- Staff taking a disclosure will never promise confidentiality.

- 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.

Risk Assessment:

Following a disclosure, the DSL or SFR 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 learners at the College.
- The victim and the alleged perpetrator sharing classes and space at College.

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 College's approach to supporting and protecting pupils.

Action: The DSL or SFR will consider:

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

Options: The DSL or SFR will manage the report with the following options:

- Manage internally
- Refer to external agency
- Report to the police

Ongoing Response:

- The DSL or SFR will manage each disclosure 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. Where this is not possible, ie only one class for a particular course, other options should be considered, dependent on circumstances, that will enable both parties to continue in their studies.
- The DSL or SFR and relevant managers of curriculum will consider how best to keep the victim and perpetrator a reasonable distance apart on college premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the College 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 College would seriously harm the education or welfare of the victim (and potentially other learners).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the College will, if it has not already, consider any suitable sanctions in light of the Student Code of

Conduct and Student Disciplinary Policy including consideration removing them from the course. If 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 will receive appropriate support and safeguards on a case-by-case basis.
- 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.

Suicide Postvention and Prevention Guidance

Purpose of Guidance

Suicide is a leading cause of avoidable deaths among people in the United Kingdom. While the overall trend in suicide rates in the UK is declining, suicidal thoughts and attempts appear to be common mental health problems are on the incline. Three out of four mental health conditions start before the person has reached the age of 18. Strategies for College-based prevention, intervention and postvention of suicidal behaviour are needed because learners spend a considerable amount of their time at College. Suicide prevention demands a multi-sectorial approach. It can be an important issue not only within the health sector, but also in non-health sectors such as the educational sector as well.

Suicides are tragic and deeply distressing events. When there is a death by (suspected) suicide, there is likely to be a ripple effect; it is estimated that at least 6 people closest to the person who died are seriously adversely affected. People bereaved by suicide can be up to 65% more likely to attempt suicide themselves and are particularly vulnerable. It is therefore important to prevent suicides and the impact of a suicide.

Potential clusters of suicides should be identified at the earliest opportunity and an early intervention response and effective support for those affected should be put in place. Implementation of this protocol is important in delivering this objective. Other aspects of this work include early identification and data sharing on suicide.

When a death by suicide (or suspected suicide) occurs of someone connected to a college (learner, member of staff, parent for example), the ripple effect is wide. In some parts of the country, this has translated into a cluster or contagion effect where several people have taken their lives following the death of a friend. This clustering can relate to geography, gender, age, ethnic grouping and social connections.

This strategy sets out how the College works to reduce the likelihood of someone within the College community attempting to end their life by suicide. It also includes the postvention plan on how the College will respond in the tragic event of a suicide within the College Community.

Prevention and Intervention Strategies

Healthy College Practices

Ruskin College strives to keep its learners and staff safe, healthy and happy. The College's Health and Wellbeing Strategy sets out the direction the College takes to promote the wellbeing of the College staff. Staff at the College have access to free face to face counselling support and a crisis line, which is available 24 hours a day.

There are many different support mechanisms set out to provide support for learners. Health and Wellbeing is a key component in the tutorial framework of the College and all full-time learners will take part in this. This includes wellbeing events and activities, group tutorials and one to one tutorials with their personal tutor.

All full-time learners are allocated a personal tutor who is their key contact throughout their studies. The personal tutor will monitor the learner's progress on programme and will most likely be the first person who may notice if the learner is having suicidal thoughts. Part-time learners will have a tutor they will work with on their programme and may wish to disclose to them if they are having suicidal thoughts or feelings.

The College has access to a counselling service for learners. They provide a service throughout the week to learners who need counselling support. The College also has a safeguarding team who will risk assess learners who are referred to them expressing feelings of suicide.

Staff Knowledge and Understanding

Sadly, suicide is the leading cause of death in young people and yet suicides can be prevented. No formal training is strictly necessary to provide crucial early support for someone. Staff may feel worried about over-responding, but in truth, it is much better to over-respond than under-respond in the case of a potential suicide.

Generally speaking, someone in distress may elicit direct and/or indirect warning signs of suicidal thoughts/ideation. It is important for staff to learn how to identify these warning signs as they may indicate intention for suicidal behaviour. It is also important to understand that those with a mental illness or who have had a prior suicide attempt, or been bereaved by suicide themselves are at greater risk of suicide.

The safeguarding team will be the first point of contact when a member of staff becomes aware of a learner who is expressing suicidal feelings. The safeguarding team have received training on active listening techniques and how to support and assess learners who express a suicidal ideation.

Identification of Suicidal Thoughts or Ideation

Direct Signs

The clearest and most direct signs are those which indicate a person is contemplating taking their life, is that they are preoccupied with, or obsessed with death. The following are indications of this preoccupation or obsession. However, everyone is different, so the direct signs may be different from these listed below;

- Talking (or writing) about wanting to die or hurt or kill oneself (or threatening to hurt or kill oneself)
- Talking (or writing) about feeling hopeless or having no reason to live
- Talking (or writing) about feeling trapped or in unbearable pain
- Talking (or writing) about being a burden to others
- Looking for ways to kill oneself, such as searching online for suicide methods or seeking access to firearms, pills, or other means of suicide

Indirect Signs

Other warning signs are more indirect changes in behaviour which may indicate that someone is experiencing a mental health problem which may include suicidal thoughts or plans. The risk of suicide is higher if the behaviour is new or exacerbated or increased in frequency. It would also help to know if the person has experienced any loss, change, or bereavement as this could indicate that the person is at higher risk. Indirect warning signs include the following;

- Withdrawal from family, friends and society or feeling isolated
- Deterioration in work or social functioning
- Increased alcohol or drug use
- Changes in personality, mood or behaviour, eg extreme mood swings, acting anxious or agitated, or behaving recklessly. These can also include changes in eating or sleeping patterns
- Showing rage, uncontrolled anger, or talking about seeking revenge

Responding to Signs of Suicidal Thoughts or Ideation

Talking to someone who is expressing suicidal feelings can be frightening and distressing for anyone, but it is important to remember that simple things like talking, listening and empathising can make a huge difference to someone who is suicidal. This can be remembered using the acronym **ALERT**.

ASK them how they are feeling. Talking about suicide does not make it more likely to happen. Try to be patient if they are angry or refuse to talk. If they will not talk to you, maybe they would talk to another member of staff who they feel closer to. It may be that writing things down is an easier way for them to communicate with you.

LISTEN. This is the most important thing you can do. Treat them with respect, and try not to be judgmental or critical. It is important to try to raise their self-esteem.

EMPATHISE by showing that you really do care about them and are trying to understand things from their point of view. It is important to remember if you have been through something similar yourself, it

does not mean you know how they feel. Everyone's emotional responses to life events are different. Words don't always matter. Bringing yourself down to their level and reflecting their body language can help them open up.

REASSURE them that desperate feelings are very common and can be overcome. Things can and do change, help can be found and there is hope for the future. People do get better!

THINK what happens next. You will need to refer the learner to the safeguarding team by calling **07787 428586**. You can try to give practical support and help them to cope with any extra pressures relating to the course they are on. Do they have course work, deadlines or timetable issues which may maybe adding to the pressure they are feeling? If so, you will need develop an action plan with them by invoking the Fitness to Study Procedure

Do not

Put them down or do things that might make them feel worse: suicidal thoughts suggest that self-esteem is already very low.

Assume how things are going forward: Your help, support and attention are vital if they are to begin to feel that life is worth living again. Do not relax your attentions just because they seem to be better. It does not mean that life is back to normal for them yet. They may be at risk for quite a while. However, be aware of your professional boundaries and that sometimes people who are in a crisis can become too attached to those who are providing support. Speak to a member of the safeguarding team again, if you are finding it difficult supporting a learner on an ongoing basis or you think they may be becoming too attached to your support.

Nag: although it may be well meant. Nobody wants to be pestered all the time.

Intrude: try to balance being watchful with a respect for privacy. Do not ignore what has happened.

Criticise their actions: however you may be feeling about what they have told you, try to remember the pain and turmoil that they are going through. Do not take their behaviour personally - it was not necessarily directed at you.

Risk Assessing Suicidal Ideation

Learners who present as having suicidal thoughts or ideation will need to be risk assessed by the College Designated Safeguarding Lead and a member of the Safeguarding team. There should always be two members of staff involved in making decisions on the assessment. The College risk assessment form for suicidal ideation is included in appendix 2. The assessment will include actions to be taken.

Ruskin College Postvention Plan

In the unfortunate event that a member of the College community dies by suicide, what happens in the following days, weeks and months will need to be carefully managed.

Step One – Co-ordination

A postvention crisis team will be convened to pull together the facts of what has happened and set out the plan for what the College will do next. The postvention team should include:

- The Principal or Assistant Principal
- HR Manager
- Business and Development Manager
- Marketing Manager
- Relevant Curriculum Leads

Step Two – Establishing the Facts

A nominated member of the postvention team should firstly check with the authorities to be sure of the facts surrounding the death.

The Samaritans Postvention Advisors should be contacted to guide and support the next steps
Contact: 0808 168 2528 or email stepbystep@samaritans.org.

A nominated member of the postvention team should make contact with the family as soon as possible. This will help to support the family and manage communications. Rumours can be inaccurate and deeply hurtful and unfair to the missing/deceased person and their family and friends.

Advice from those who have been in this position suggest that, if possible, it is useful if the key link to the family remains the same for the duration of the postvention period. Information about the death should not be disclosed to learners until the family has been consulted. If the family think the death is a suspected suicide but do not wish for this to be disclosed, explain that learners are already talking about the death amongst themselves and state that having staff at the College who are able to talk to learners about suicide and sudden deaths can help to keep people safe.

Ongoing support of the College will be offered to the family. The College will also ensure that the family does not receive any general administrative letters/texts (eg College trip information, attendance letters etc).

Any other schools or colleges where siblings attend are contacted at an early point so they can also use they can implement their postvention plans

Step Three – Media Contact

A media response will be drawn up and the media spokesperson identified. All staff to be advised that only that only the media spokesperson is authorised to speak to the media. Staff on reception and involved in IAG will be advised that when answering external telephone calls to the College, they should not engage in answering any questions but should:

- Make a note of the reporter's contact details (inc. mobile and email address)
- Make a note of the questions asked
- Pass the information given, to the Principal as a matter of urgency

Advice should be sought from Samaritans' media team who will support the College, and the family, during the crisis. Samaritans' advice is not to give out any details of the suicide method or any suicide note, or to provide any "explanation" of the suspected suicide such as "was stressed about exam results" etc. Samaritans' media team Contact: 07943 809162 or samaritans.org/media-centre. When considering a media response the College social media accounts should also be taken into consideration.

Step Four – Other Agencies

The College will need to follow the Rapid Response process which will help to ascertain facts about the death and

- to establish, where possible, a cause or causes of death (in conjunction with the Coroner)
- to identify any potential contributory factors
- to provide ongoing support to the family
- to learn lessons in order to reduce the risks of future child deaths

During this process the College may be asked to meet with other agencies/organisations who may have a part to play in the Rapid Response process – health professionals, CAMHS, social workers, police, etc. This helps with any learning from this event in the time immediately after the event by answering questions like:

- What were the issues relating to this individual?
- Could anything have been done to have prevented this incident?
- Are there key risks to other individuals?
- What could help mitigate against these risks?

The purpose of this discussion is not to pass on blame, or to pass judgement on service provision, but rather to learn and help prevent any future suicide events. Part of the Rapid Response process is to make notes of these discussions to record any facts and remember any learning. It is always more difficult to recall exact timings/issues several months later. It is important that the College acts on any immediate/pressing issues.

Step Five – Communication with Staff

Within one day, staff should be briefed on the situation. This briefing should ensure that the facts about the death and next steps are clearly communicated. Members of staff should be made aware of

how to identify and support both learners and staff experiencing mental distress. All staff will be informed about where to find this information.

Step Six – Communication with Learners

As soon as possible after the staff communication activities, the news will be communicated to learners. Samaritans' advice is that this is best done in small groups, or classes. Information should be factual but avoid detail about the act itself. Details of the method will not be disclosed, nor whether there was a suicide note, or its contents.

- A briefing note for staff to use with the class will be created to ensure consistency of message
- Learners will be advised to avoid contact with the media and will be given rules and guidelines to assist to assist them when/if communicating about the incident on social media sites
- The Samaritans postvention team will be contacted to identify the support they can offer the College Community once the news has broken. Samaritans' Step by Step team:0808 168 2528
- CAMHS Should be contacted so that they can support any learners who are accessing their services: CAMHS: 0300 304 0050
- A plan will be drawn up on what support will be offered on site to learners/staff and how they will be able to access this. Samartians' Step by Step team will assist with this.

It may be appropriate to send out a letter to parents/carers of all pupils/learners, to inform them of the incident and to make them aware of possible risks, together with information about support available. The Samaritans' Step by Step service can advise and assist with this. The communication should contain:

- What has happened
- What support the College is putting in place
- What actions the College will take with regards to funerals and memorials
- Where to find further information about suicide and grief
- Where to access support for themselves
- What to do if they are worried about someone else

Step Seven – Funeral

Depending on the wishes of the family, the College may wish to send representative/s to attend the funeral service. Samaritans' recommendation is that parents or guardians accompany learners who wish to attend and that those who do not attend have normal classes to go to. There should be no reason why there would be a greater attendance at a funeral service under these circumstances than for any other tragic death at the College.

Step Eight – Memorials

The postvention team will make a decision on memorials to the deceased.

Things to consider:

- How to strike an appropriate balance between supporting distressed individuals and fulfilling the central purpose of providing education and learning. Some establishments have used a miniature artificial tree (and labels with string) to be left in a suitable place, offering a chance for individuals to leave a thought/memory/prayer for that individual on the branches of the tree.
- Set a time limit for the memorial. It is important to set an appropriate time limit to the memorial with the suggestion of up to two weeks) and to strive to treat all deaths in the same way. In the longer term, memorials can be organised (tree/plant/plaque etc).
- Sending a card to the parents/family one year after the incident can be a supportive gesture and one that may be well appreciated.

Step Nine – Evaluation and Follow-Up

The postvention team will review the process and the outcomes of the events. This will be aggregated into key learning points and policies and procedures will be updated accordingly.

Ruskin College Suicide Prevention and Postvention Guidance Additional Information

Useful Contacts

Help is at Hand

Help is at Hand provides people affected by suicide with both emotional and practical support. The guide is designed to be given out by bereavement support organisations and by those who are likely to be first on the scene after a suspected suicide, including police and ambulance staff.

<http://supportaftersuicide.org.uk/support-guides/help-is-at-hand/>

PAPYRUS

National charity for the prevention of young suicides

Call: 0800 068 41 41

www.papyrus-uk.org

Email: pat@papyrus-uk.org

SMS: 07786 209697

HOPELineUK

HOPELineUK is a specialist telephone service staffed by trained professionals who give non-judgemental support, practical advice and information to;

- Children, teenagers and young people up to the age of 35 who are worried about how they are feeling
- Anyone who is concerned about a young person

Samaritans

Confidential listening ear available via phone, text, email or face to face, for all ages. You don't have to be suicidal to make contact.

www.samaritans.org.uk

Phone: 116 123

Text: 07725 909090

Email: jo@samaritans.org

Write: Freepost, RSRB-KBKY-CYJK, PO Box 9090

Cruse Bereavement Care

One to One Support, Pre-bereavement Support, Telephone Support and Home Visits, Bereaved by Suicide Group, Family Support Group

www.crusebereavementcare.org.uk (national details)

Phone: 0844 477 9400 (Mon-Fri, 9:30am-5pm)

Survivors of Bereavement by Suicide (SoBS)

Website: <http://uk-sobs.org.uk/>

Telephone: 0300 111 5065 – 9am – 9pm Mon - Fri

Suicidal Ideation Risk Assessment

Date _____ Time _____ Name _____

DOB ____/____/____ Age _____ Assessor _____

Please circle the relevant level

0 = Not at all, 1 = Only occasionally, 2 = Sometimes, 3 = Often, 4 = Most of the time

I have thought of hurting myself	0	1	2	3	4
I have made plans to end my life	0	1	2	3	4
I have the means and opportunity to carry out my plan	0	1	2	3	4
I have thought things would be better if I were dead	0	1	2	3	4
I have been disturbed by unwanted thoughts and feelings	0	1	2	3	4
I have hurt myself physically or taken dangerous risks with my health	0	1	2	3	4
I have an unhealthy eating pattern e.g. starvation, binge, I make myself sick after eating	0	1	2	3	4
I have been physically violent to others	0	1	2	3	4
I have threatened or intimidated another person	0	1	2	3	4

TOTAL CLINICAL SCORE _____

Assessed Risk Today	Definition	Suggested Actions/Actions Taken	Comments including any other action taken
0 – 4 MILD Some ideation expressed	<ul style="list-style-type: none"> Some suicidal ideation expressed 	<ul style="list-style-type: none"> Signpost to GP On-going counselling Samaritans information given 	
5 – 15 MODERATE Current ideation	<ul style="list-style-type: none"> Current suicidal ideation. Evidence of planning High degree of hopelessness Existences of known risk factors 	<ul style="list-style-type: none"> Contact GP Samaritans information given Alert client to risk Follow-up appointment made Contact Social Care (if relevant) 	
16+ SEVERE Precise plan and method	<ul style="list-style-type: none"> A precise plan and lethal method arranged for the next 24 – 48 hours 	<ul style="list-style-type: none"> Call emergency services Contact GP Samaritans information given Contact Social Care (if relevant) 	

Further Questions

What does the learner feel about their future, what are their plans this week?

Is there a history of risk behaviours including previous suicide attempts?

Are there any losses the learner is facing?

Are there severe symptoms of depression or other related mental health issues?

Is there any major substance abuse?

What support network exists?

Assessed by: _____

Date: _____

Actions Taken

Follow Up

Date _____

Types and Possible Signs of Harm and Abuse

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the whole situation and in combination with a range of other information related to his/her circumstances.

There can be an overlap between all the different forms of abuse and all or several can co-exist.

Physical Abuse

Physical abuse causes harm to a person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a person whom they are looking after.

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Aggression towards others.

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

Neglect

Neglect is the persistent or severe failure to meet a person's basic physical and/or psychological needs, likely to result in serious impairment of a person's health or development. It may involve a failure to provide adequate food clothing or shelter, failing to protect someone from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, someone's basic emotional needs.

Signs of possible physical neglect:

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness and/or unexplained non-attendance at College.
- Untreated medical problems.
- Low self-esteem.
- Poor peer relationships.
- Stealing.

Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause serious and adverse effects on the person's behaviour and emotional development, resulting in low self-worth. It may involve conveying to people that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may involve ridiculing them or making fun of the way they speak it may feature age or developmentally inappropriate expectations being imposed on them. It may involve causing someone frequently to feel frightened or in danger, or the exploitation or corruption of a person. Some level of emotional abuse is present in all forms of abuse.

Signs of possible emotional abuse:

- Low self-esteem.
- Continual self-deprecation.
- Sudden speech disorder.
- Significant decline in concentration.
- Socio-emotional immaturity.
- 'Neurotic' behaviour (e.g. rocking, head banging).
- Self-harm/injury.
- Compulsive stealing.
- Extremes of passivity or aggression.

This also includes coercive control. Controlling behaviour is a range of acts performed by the abuser and designed to make their victim subordinate and/or dependent. These acts include but are not limited to:

- Isolating the victim from sources of support
- Exploiting the victim's resources and capacities for personal gain
- Depriving the victim of the means needed for independence, resistance and escape
- Regulating the victim's everyday behaviour

Sexual Abuse

Sexual abuse is the direct, or indirect, involvement of an adult in sexual activity without consent. It includes unwanted physical and sexual contact, penetration, sexual assault, rape, masturbation, voyeurism, indecent exposure and involvement in pornography.

Signs that an adult is being sexually abused can include:

- Damage, pain or itching in the genital area or difficulty walking or sitting.
- Pregnancy in someone unable to consent to sexual contact
- Infections or sexually transmitted diseases
- Fear and withdrawal from relationships.

Victims of adult sexual abuse tend to be the most vulnerable in our society, for example the elderly and frail and/or those with a disability. In fact, women with either of those descriptions are 4 times more likely to be assaulted or raped compared to their non-disabled peers due to their immobility, trouble communicating or lack of sexual knowledge and assertiveness.

High Risk and Emerging Safeguarding Issues

Gender Based Violence / Violence against Women and Girls

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

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

Female Genital Mutilation (FGM)

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened or The member of staff will speak directly to the DSL who will support them in contacting the police.

At no time will staff examine learners to confirm this.

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

Forced Marriage

www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

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

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

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

Characteristics that may indicate forced marriage

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from College/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, control of income and learners being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

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

Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- become involved with a partner from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

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

Teenage Relationship Abuse

<https://www.gov.uk/government/publications/this-is-abuse-summary-report>

<https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship>

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

within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships.

This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

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

The Toxic Trio

The term 'Toxic Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.

They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

Domestic Abuse

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

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

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

Indicators that a someone is living within a relationship with domestic abuse include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses College
- changes in eating habits

- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

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

If staff believe that a learner is living with domestic abuse, this will be reported to the Designated Safeguarding Lead to identify the appropriate support and potential referral pathway.

Cyberbullying

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

Central to the College's Learner Code of Conduct is the principle that '*bullying is always unacceptable*' and that '*all learners have a right not to be bullied*'.

The College also recognises that it must take note of bullying perpetrated outside College which spills over into the College and so we will respond to any cyber-bullying we become aware of carried out by learners when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character.

It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

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

Sexting and Revenge Porn

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/405286/revenge-porn-factsheet.pdf

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

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

Revenge Porn is the sharing of private, sexual materials, either photos or videos, of another person without their consent and with the purpose of causing embarrassment or distress. The images are sometimes accompanied by personal information about the subject, including their full name, address and links to their social media profiles.

The offence applies both online and offline and to images which are shared electronically or in a more traditional way so includes the uploading of images on the internet, sharing by text and e-mail, or showing someone a physical or electronic image.

Online Reputation

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

Grooming

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

The College will build awareness amongst young people about ensuring that the young person:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:

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

The College will raise awareness by:

- Include awareness around grooming as part of the tutorial programme
- Identifying with students how they can be safeguarded against grooming

Safeguarding Issues Relating to Individual Learner Needs

Learners with Medical Conditions (in College)

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

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

Learners with Medical Conditions (out of College)

www3.hants.gov.uk/education/parents-info/inclusion-service.htm

There will be occasions when students are temporarily unable to attend our College on a full time basis because of their medical needs. These students are likely to be:

- people suffering from long-term illnesses
- people with long-term post-operative or post-injury recovery periods
- people with long-term mental health problems (emotionally vulnerable)

Where it is clear that an absence will be for an extended period of time the College's Fitness to Study Policy may come into effect.

Fabricated or Induced Illness

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

There are three main ways that a carer could fabricate or induce illness in a young person. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

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

Mental Health and Suicidal Ideation

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

Tutors see their learners day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of learners.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in learners' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the young person having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing Colleges or during transition from School to College; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

The College recognises that becoming a residential student and moving away from home can be a very stressful time. It can be stage where risk increases at the same time that the student may lose some of their protective factors.

When concerns are identified, College staff will provide opportunities for the student to talk or receive support within the College environment including from the counselling service hosted by the College. Where the needs require additional professional support referrals will be made to the appropriate team or service with the student's agreement.

The College takes positive mental health and concerns around suicidal ideation very seriously and has separate Suicide Prevention and Prevention Guidance.

Other Safeguarding Issues Impacting Learners

Bullying

http://4lscb.proceduresonline.com/chapters/p_bullying.html

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm>

The College expects learners and staff to follow the College Codes of Conduct. Any form of bullying is not tolerated and would be a breach of the Learner or Staff Code of Conduct

County Lines

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. Cases that involve county lines can be complex and will often link to other issues like child sexual exploitation and modern slavery. All cases where issues relating to county lines are involved will be referred to the MASH team. Where the college has information relating to county lines but there is no risk of harm. Information will be shared with the Goldstone team in the police using the information sharing form.

Prejudice Based Abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

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

This can be evidenced by:

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

As a College we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the College
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the College and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes

- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes

Drugs and Substance Misuse

<https://www.gov.uk/government/publications/drugs-advice-for-Colleges>

<http://www3.hants.gov.uk/education/hias/drug-and-alcohol/resources-for-Colleges.htm>

The College works to a separate Student Drug Policy

Faith Abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

http://4lscb.proceduresonline.com/chapters/p_ca_religion.html

The number of known cases of young person abuse linked to accusations of “possession” or “witchcraft” is small, but young people involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a young person as being “different”, attributes this difference to the young person being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A young person could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the young person.

There are various social reasons that make a young person more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the young person lives.

If the College become aware of a young person who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

Gangs and Youth Violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

http://4lscb.proceduresonline.com/chapters/p_safeg_gang_activity.html

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact. As a College we have a duty and a responsibility to protect our learners. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While learners generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Crucial preventive work can be done within College to prevent negative behaviour from escalating and becoming entrenched.

As a College we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies; and
- work with local partners to prevent anti-social behaviour or crime.

Private Fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

<http://www3.hants.gov.uk/private-fostering>

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

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

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

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

Parenting

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

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

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

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

As a College we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses <http://www3.hants.gov.uk/childrens-services/familyinformationdirectory.htm>
- linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
- Considering appropriate early help services

Safeguarding Targets and Priorities

Safeguarding Targets

- 100% staff and Governors have current or are in the process of applying for DBS checks
- 100% of staff have undertaken mandatory training in Safeguarding training, which is updated every three years. This includes Preventing Radicalisation and Extremism.
- 100% staff have undertaken Data Protection/General Data Protection Regulations training within the last three years
- Learners and feel safe (minimum of 90% satisfaction from surveys)
- Learners know where to get support (minimum of 90% satisfaction from surveys)

Safeguarding Priorities

- All managers are trained in safer recruitment practices before they interview.
- Governors are fully informed of safeguarding activity through a monthly update and annual report from the DSL
- Ongoing review and evaluation of current practices and procedures to ensure safeguarding is prioritised. This is achieved through weekly Safeguarding First Responder meetings and half termly Safeguarding Panel meetings and link governor visits.
- Disclosures of criminal convictions are appropriately investigated and risk assessed.
- Health & Safety policies and procedures are promoted at all times

Progress against all the safeguarding targets and priorities are reviewed half termly at the Safeguarding Panel meetings and annually by the Governing Body.