2024-2025

Hampstead Fine Arts

Child Protection and Safeguarding Policy

'Safeguarding and promoting the welfare of children' KCSIE 2024

Designated Safeguarding Lead: Julie Cope, Deputy Head Pastoral
Deputy Designated Safeguarding Lead: Oonagh Ryan
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The College Proprietor is Dukes Education Group Limited.

The nominated governor with responsibility for Safeguarding is **Jonathan Cuff.** He can be contacted at Dukes Education Group Limited, 58 Buckingham Gate, London, SW1E 6AJ as well as by telephone on 0203 696 5300 or 07444264924.

Paul Ludlow, Dukes Compliance Director acts as an advisor on safeguarding issues and supports the Governors in compliance and quality assurance. He can be contacted at Dukes Education Group Limited, 58 Buckingham Gate, London, SW1E 6AJ or by telephone on 07584 012130.

The College Principal is **Candida Cave**. Contact details: 0207 586 0312
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The College Head is **Emmy Schwieters**. Contact details: 0207 586 0312
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Hampstead Fine Arts College Child protection and Safeguarding Policy adheres to the Human Rights Act 1998 (legislation.gov.uk). Equality Act 2010 Advice for schools. The Public Sector Equality Duty (legal requirement for schools and colleges that are public bodies).

The Safeguarding Policy should be read alongside and in conjunction with the Anti-Bullying, Health and Safety, Physical Intervention, Whistleblowing, Low-level Concerns, Behaviour and Sanctions, and Safer Recruitment policies. Together these constitute the suite of policies to safeguard and promote the welfare of students at Fine Arts College. Should the College be operating differently as a result of coronavirus procedures will be

adapted accordingly and this is detailed in the safeguarding addendum on the College website.

If a concern is brought to you by a colleague, student or parent/guardian concerning a student you must bring it to the attention of the DSL or one of the Deputy DSL's immediately.
If a concern is brought to you by a colleague, student or parent/guardian concerning a member of staff you must bring it to the attention of the Principal/Head immediately.

If a concern is brought to you by a colleague, student or parent/guardian concerning the Principal/Head you must bring it to the attention of the nominated Governor with responsibility for Safeguarding, Tim Fish, immediately and the Principal/Head should not be informed.

If a concern is brought to you by a colleague, student or parent/guardian concerning a Governor you must bring it to the attention of the Principal/Head immediately.

Hampstead Fine Arts is a co-educational, independent establishment teaching Yr10 through to Yr14. Hampstead Fine Arts is committed to safeguarding all its students and promoting a safe and friendly environment which enables all students to access the curriculum.
Staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm. The College will meet its statutory duty to promote the welfare of children and help them to achieve good outcomes. The College will achieve this by providing a safe learning environment and ensuring College staff have the skills and knowledge to take action where children are in need of help or protection.

The aim of the College is to create an environment in which everyone feels safe and secure, and students are listened to at all times. Students with special education needs and/or disabilities, students with English as an additional language or those within the LGBT community may have to deal with additional safeguarding trials, with extra challenges for staff when recognising abuse and neglect within these groups of students. This could include assumptions that their mood, injury or behaviour is related to the student's particular need rather than any possible abuse. Students in the SEN/D group may also be significantly affected by abusive behaviour whilst not outwardly showing any signs. It is important that a **culture of listening to students** is encouraged and

maintained so that they feel comfortable to approach staff with the worries or concerns that they may have. LGBT students must have a trusted adult who they can be open with. Safeguarding incidents and behaviours can be associated with external factors and all staff, in particular the DSL, should consider whether a child is at risk of extra-familial abuse or exploitation, providing appropriate support for all siblings when necessary.

Safeguarding is everyone's responsibility.

This policy is designed to help all staff to ensure the safety and security of students at the College. It is reviewed by the Principal/Head annually and where changes need to be made the policy is updated without delay. This policy is written in accordance with Camden Safeguarding Children Policies and Procedures, Working Together to Safeguard Children 2018 and Keeping Children Safe In Education September 2024.

The Counterterrorism and Security Act 2015 places a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism, known as the Prevent duty. Guidance and advice is available in the Prevent Duty Guidance for England and Wales (July 2015), The Prevent Duty: departmental advice for schools and childminders (June 2015) and the use of social media for online radicalisation (July 2015). In response to the Children and Social Work Act 2017 and Working Together to Safeguard Children 2018, from September 2019 new local multi agency safeguarding arrangements replaced Local Safeguarding Children Boards. The local authority safeguarding partnership consists of the local authority, Integrated Care Systems' (ICSs) (previously known as clinical commissioning group) within an area of the local authority and the chief officer of police for the police area within the local authority. It is their collective duty to make arrangements for safeguarding and promoting the welfare of children in the area.

Safeguarding children is defined, according to Keeping Children Safe in Education 2024, as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best life chances. Child abuse is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. They may be abused in a family or institutional setting by someone they know, who may be an adult, adults, a child or children.

As the procedures below make clear, the College Safeguarding Policy is designed to protect both children who are at risk of harm and those who need additional support. Any

child may benefit from early help, however College staff should be particularly alert to the potential need for early help for a child who: • is disabled or has certain health conditions and has specific additional needs • has special educational needs (whether or not they have a statutory Education, Health and Care Plan) • has a mental health need • is a young carer • is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines • is frequently missing/goes missing from care or from home (more information for Children absent from as well as absent from/missing education can be found in Annex B) • is at risk of modern slavery, trafficking, sexual or criminal exploitation • is at risk of being radicalised or exploited • has a family member in prison, or is affected by parental offending • is homeless •is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse • is misusing alcohol and other drugs themselves • has returned home to their family from care • is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage • is a privately fostered child, and • is persistently absent from education, including persistent absences for part of the school day. 'Forced Marriage' will now take into consideration the raising of the legal age of marriage to eighteen years.

Working with external agencies we will, where necessary, provide support for these children. There are clear powers to share information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. In cases of risk of harm children's social care services will be involved and it may be necessary to contact the police. The document 'NPCC - When to call the police' www.npcc.police.uk should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. For children about whom there is a concern and who need additional support this would take the form of support within the school - the Lower School Heads of Year, Sixth-form Personal Tutors, and the DSLs and may also involve other agencies through the use of the Common Assessment Framework or the Team Around the Child. In all cases the College should consider at all times what is in the best interests of the child.

The Designated Safeguarding Lead should attend the DSL refresher Safeguarding training courses every two years, which cover current safeguarding practices and inter-agency working. The Designated Safeguarding Lead should attend all refresher training offered by the local authority, in this case Camden Safeguarding Children's Board.

In any event all members of staff, including temporary and voluntary staff, should receive updated safeguarding training every year, which may take the form of INSET days, external training, staff meetings and informal updates by email, which is in accordance with the requirements of Camden Safeguarding Children's Board. The training includes the Principal and Head.

All school leaders and staff working directly with children are required to read Keeping Children Safe in Education September 2024 Part 1 and Annex A and B. They must then sign to confirm they have read and understood what they have read. As indicated in the staff handbook and contract of employment, staff employed by the College are subject to the National Education Union (NEU) Code of Conduct and also to the College Code of Conduct, which covers staff/student relationships and appropriate use of social media.

All new staff will be provided with induction training that includes:

- The Child Protection and Safeguarding Policy
- Prevent
- Safeguarding Training in accordance with Camden Safeguarding Children Board procedures
- The Staff Code of Conduct
- The Whistleblowing Procedure
- The role of the Designated Safeguarding Lead and their identity and contact details
- A copy of Part 1 of Keeping Children Safe in Education, including annex A and B
- Online safety
- Behaviour and Sanctions Policy
- Safeguarding response to children who are absent/ missing in education
- Filtering & Monitoring Training

Statutory framework

The Children's Act 1989, 2004 and 2006 provides the legal framework for the protection of children in the UK.

'Working Together to Safeguard Children, 2018' sets out how all agencies and professionals should work together to promote the welfare of children and to protect them from neglect and abuse.

'Keeping Children Safe in Education' places the following responsibilities on all schools.

• Staff should be alert to signs of abuse, neglect and exploitation and know to whom they should report any concerns or suspicions
• The DSL should have responsibility for coordinating action within the College and liaising with other agencies
• Staff with designated responsibility for Child Protection should receive appropriate training
• College should have procedures, of which all the staff are aware, for handling suspected cases of abuse, neglect and exploitation of students, including procedures to be followed if a member of staff is accused of abuse
• The College will take steps to ensure that staff employed by another organisation who are working with the College's students have undergone the necessary safeguarding checks and procedures
• 'Keeping Children Safe in Education' also states that parents/guardians should be made aware of the College's Safeguarding Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child
• All Staff have a responsibility around Monitoring & Filtering online content.

Priorities

A member of staff should be concerned if a student:

• has an injury which is not typical of the bumps and scrapes normally associated with children's activities
• has unexplained injuries. Any unexplained injuries should be reported.
• frequently has injuries, even when apparently reasonable explanations are given
• offers confused or conflicting explanations about how injuries were sustained
• exhibits significant changes in behaviour, performance or attitude
• indulges in sexual behaviour, which is unusually explicit and/or inappropriate for his/her age; discloses an experience in which he/she may have been significantly harmed

Types of abuse

Child abuse has many different forms but is categorised under the following with both Physical and Behavioural indicators:

- Physical Injury
- Neglect
- Sexual Abuse
- Emotional Abuse
- Domestic Violence
- Mental health
- Serious Violence
- Neglect
- Exploitation

Staff should also be alert to the possibilities of child sexual exploitation, child criminal exploitations, female genital mutilation and the radicalisation of children. Remember also that abuse can take place wholly online and that technology can be used to facilitate offline abuse. Sexual abuse of children may be committed by other children. The signs and symptoms (below) may be indicators of abuse but bear in mind that children may exhibit one or more of these signs for other reasons. Any concerns must be reported to one of the DSLs immediately. Definitions of the forms of abuse according to Keeping Children Safe in Education are given below:

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, institution or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children, this is known as Child-on-child abuse.

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

Neglect and Exploitation

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

Signs and symptoms

Everyone should be vigilant and aware of the signs and symptoms as given by the NSPCC and report any concerns.

Physical signs of abuse may include

• unexplained bruising, marks or injuries on any part of the body
• multiple bruises- in clusters, often on the upper arm, outside of the thigh
• cigarette burns
• human bite marks
• broken bones
• scalds, with upward splash marks,
• multiple burns with a clearly demarcated edge

Changes in behaviour that can indicate physical abuse include

• fear of parents being approached for an explanation
• aggressive behaviour or severe temper outbursts

• flinching when approached or touched
• reluctance to get changed, for example in hot weather
• depression
• withdrawn behaviour
• running away from home

Changes in behaviour which can indicate emotional abuse include

• neurotic behaviour eg sulking, hair twisting, rocking
• being unable to play
• fear of making mistakes
• sudden speech disorders
• self-harm
• fear of parent being approached regarding their behaviour
• developmental delay in terms of emotional progress

Physical signs of sexual abuse may include

• pain or itching in the genital area
• bruising or bleeding near genital area
• sexually transmitted disease
• vaginal discharge or infection
• stomach pains
• discomfort when walking or sitting down
• pregnancy

Changes in behaviour which can also indicate sexual abuse include

• sudden or unexplained changes in behaviour eg becoming aggressive or withdrawn
• fear of being left with a specific person or group of people
• having nightmares
• running away from home
• sexual knowledge which is beyond their age, or developmental level
• sexual drawings or language
• bedwetting
• eating problems such as overeating or anorexia
• self-harm or mutilation, sometimes leading to suicide attempts
• saying they have secrets they cannot tell anyone about
• substance or drug abuse
• suddenly having unexplained sources of money
• not allowed to have friends (particularly in adolescence)
• acting in a sexually explicit way towards adults

Physical signs of neglect may include

• constant hunger, sometimes stealing food from other children

• constantly dirty or smelly
• loss of weight, or being constantly underweight
• inappropriate clothing for the conditions

Changes in behaviour which can also indicate neglect may include

• complaining of being tired all the time
• not requesting medical assistance and/or failing to attend appointments
• having few friends
• mentioning being left alone or unsupervised

The above signs and symptoms may or may not be because of Child Protection/ Safeguarding issues but should be a consideration.

Safeguarding issues

Child sexual exploitation (CSE)

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

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following signs may be indicators of child sexual and child criminal exploitation

• children who appear with unexplained gifts or new possessions
• children who associate with other young people involved in

exploitation
• children who have older boyfriends or girlfriends
• children who suffer from sexually transmitted infections or become pregnant
• children who suffer from changes in emotional well-being
• children who misuse drugs and alcohol
• children who are absent/ go missing for periods of time or regularly come home late; and
• children who regularly miss school or education or do not take part in education.

Honour-Based Violence

So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Non-violent forms of abuse may also take place. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (reformat)

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been

carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Tutors should also be alert to girls talking about ‘going abroad for a special ceremony' or ‘to become a woman’ and discuss with the DSL and involve Camden Safeguarding Children’s Board without delay.

Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school or colleges’ safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Terrorism is a by-product of radicalisation. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as online platforms). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools. The

guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. A pupil must consent to any support delivered through the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The college's designated safeguarding lead (and Deputy) should be aware of local procedures for making a Channel referral. As a Channel partner, the college may be asked to attend a Channel panel to discuss the individual referred to
determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Child absent, as well as missing from education.

All children, regardless of their circumstances, are entitled to a full-time education. A child going missing or absent from education may be an indicator of abuse or neglect. In addition, children who go missing or run away from home or care may be in serious danger and are vulnerable to criminal exploitation, sexual exploitation or other types of harm, as well as missing education. It is essential that all staff are alert to the signs to look out for and the individual triggers to be aware of when considering the risks of safeguarding concerns such as domestic violence, FGM, forced marriage and travelling to conflict zones.

The local authority must be informed of any child who is going to be removed from the admission register where they:

- have been taken out of school/college by their parents/guardians and are being educated outside the school system eg home education
- have ceased to attend school/college and no longer live within reasonable distance of the school/college at which they are registered
- have been certified by the school/college medical officer as unlikely to be in a fit state of health to attend school/college before ceasing to be of compulsory school age, and neither he/she nor his/her parents/guardians have indicated the intention to continue to attend the school/college after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the Proprietor does not reasonably believe they will be returning to the school/college at the end of that period
- have been permanently excluded. Notification should be made as soon as the grounds for deletion are met, but no later than deleting the student's name from the register

It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are absent, as well as missing from education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All colleges must inform the local authority of any pupil who fails to attend regularly, or has been absent without the school/college's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

If a member of staff becomes aware that a child may have run away or gone missing, the DSL or DDSL should try to establish with the parents/carers what has happened. If this is not possible, or the child is missing, the DSL would meet with the Lower School Head of Year or Sixth-form Personal Tutor and assess the child's vulnerability.

Where the risk of harm is suspected, the DSL would consider a discussion with parents, if appropriate, reporting the child missing to the police and contacting Children's Social Care.

The College maintains a child missing education 'on-off' roll, which is submitted to Camden Local Authority within five days of the student joining or leaving. This includes the names of students who have joined or left the College at non-standard points in the academic year, for example if a child moves to or from the area and so changes schools. When a student leaves the College details of which school they have moved on to are recorded and checked with that particular school. If the new school confirms that the student is not on their roll the student is reported as a child missing education.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Children may witness and be adversely affected by domestic abuse between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse

affecting young people can also occur within their personal relationships, as well as in the context of their home life.

County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse and exploitation, county lines exploitation:

• can affect any child or young person (male or female) under the age of 18 years;

• can affect any vulnerable adult over the age of 18 years

• can still be exploitation even if the activity appears consensual

• can be perpetrated by individuals or groups, males or females, and young people or adults

• is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. All staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, via CPOMS, alongside speaking to the designated safeguarding lead or a deputy.

Early help

Early help means providing help as soon as a problem emerges at any point in a child's life, from foundation through to the teenage years. All staff should be prepared to identify children who may benefit from early help. Any child may benefit from early help.

Child in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Roles and responsibilities of the DSL

The DSLs will always seek the advice of the Local Authority Children's Social care. The broad areas of responsibility for the designated safeguarding lead are, as described in Annex B of KCSIE to manage referrals and:

• refer promptly all cases of suspected abuse to the local authority children's social care and the • Designated Safeguarding Lead(s) for Child Protection concerns (all cases which concern a staff member) to the Channel programme where there is a

radicalisation concern as required and support staff who make referrals to the Channel programme

- disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or police (cases where a crime may have been committed)
- liaise with the Principal/Head to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirements for children to have an appropriate adult.
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies • share information with teachers and school leaders about the welfare, safeguarding and child protection issues that students have experienced with a view to better understanding how to best support these children in school.

Training

The DSL should receive appropriate training carried out every two years in order to:

- understand the assessment process for providing early help and intervention, eg through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a Child Protection case conference and a Child Protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to and understands the College's Safeguarding/Child Protection Policy and procedures, especially new and part time staff
- be alert to the specific needs of children in need, those with special educational needs and young carers
- be able to keep detailed, accurate, secure written records of concerns and referrals
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raising awareness – the DSL should

- ensure the College's policies are known and used appropriately
- ensure the College's Safeguarding/Child Protection Policy is reviewed annually; the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- carry out an annual review for the governing body to assist them in their proprietorial oversight
- ensure the Safeguarding/Child Protection Policy is available publicly and parents/guardians are aware that referrals about suspected abuse or neglect may be made and the role of the College in this
- link with the local safeguarding partnership (CSCP) to make sure staff are aware of training opportunities and the latest local policies on Safeguarding

- where a student leaves the College ensure their Safeguarding/Child Protection file is transferred to the new school or college within five days. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

The DSL and SENCO meet at least once a month to review issues raised by staff or students. All members of staff have a responsibility to prevent abuse and protect children from abuse. All staff, including temporary, contractors and volunteer staff, must have Safeguarding training in accordance with the requirements of the local children safeguarding board every year and follow the guidelines given in that training and in College safeguarding policies.

Support

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him or herself and discuss this with our designated DSL or her Deputy DSL.

Procedures

If a member of staff has a concern that is in any way related to safeguarding issues it should be reported to or discussed with our Designated DSL or her Deputy DSL. If there are no safeguarding issues it should be discussed with the Lower School Head of Year or Sixth-form Personal Tutor. The member of staff must record information regarding the concern on CPOMS the same day. The record must be a clear, precise, factual account of the observations.

Our DSL or her DDSLs will decide whether the concerns should be referred to external multi-agencies. This will be carried out with the guidance of the Camden Safeguarding Policies and Procedures.

If the DSL decides that a referral should be made to Children's Social Care, where a child has suffered or is at risk of suffering significant harm, it will be made immediately. Parents/Guardians will be notified if a referral is made unless that would put the child at greater risk.

Safeguarding staff should differentiate between children who are in need of additional support from one or more agencies and children who have suffered or are at risk of suffering serious harm. Children who have suffered or are at risk of suffering serious harm must be reported to children's social care immediately. Children who are in need of additional support from one or more agencies need to use the CAF (Common

Assessment Framework) and “Team Around Child” (TAC) approaches, dependant on Borough.

If, at any point, there is a risk of immediate serious harm to a child a referral can and should be made to children's social care immediately. Anybody can make a referral, not only staff but also parents/guardians or members of the public. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration.

If the member of staff reporting the concern does not feel it has been acted upon appropriately it is their responsibility to refer to Children’s Social Care themselves.

Where students are identified as being at risk of radicalisation, the level of risk needs to be considered to identify the most appropriate referral, for example Camden Social Care or Channel, the programme that provides support to those vulnerable to radicalisation.

Particular attention will be given to the attendance and development of any child who has been identified as having a Designated Safeguarding Plan.

Dealing with a disclosure

If a student discloses that he or she has been abused in some way, the member of staff should:

- listen carefully to what is being said without displaying shock or disbelief
- accept what is being said
- allow the student to talk freely
- reassure the student, but not make promises which they may not be able to keep
- never promise confidentiality, as it may be necessary to refer the information onwards
- reassure the student that what has happened is not their fault
- stress that it was the right thing to tell
- listen, rather than ask direct questions
- never ask leading questions; if possible avoid asking questions. Ask open questions if more information needed.
- not criticise the perpetrator
- explain what has to be done next and to whom this must be told

Staff should be open to the fact that not all students will feel ready or know how to tell someone they are being abused. It is paramount that trusting relationships are developed in order to best support children.

Record keeping

When a student has made a disclosure, or when a concern is raised, the member of staff should:

- make brief factual notes as soon as possible after the conversation or observation
- Record the detail information on CPOMS as soon as possible, this must be on the same day - the record must be as detailed as possible in case it is needed by a court or other professional
- record the date, time, place, noticeable non-verbal behaviour and student's words used on the recording forms
- indicate on the body map the position of any bruising or other injury; no intimate areas of the body will be examined
- record statements and observations, rather than interpretations or assumptions. Using the acronym TED 'Tell me more, explain, describe'.

Allegations involving College staff (teachers, governors, supply staff, contractors and volunteers)

Checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children corresponding to Camden Council's Safe Recruitment procedures and in accordance with the Independent School Standards Regulations. Records of these checks will be kept in accordance with Keeping Children Safe in Education, Safer Recruitment Part 3; each recruitment selection group and interview panel will have a 'Safer Recruitment' trained member. The College will inform shortlisted candidates that online searches will be done as part of the recruitment process.

The College will ensure ongoing vigilance that extends beyond the recruitment process.

All College staff should take care not to place themselves in a vulnerable position with a child, such as when giving one-to-one tuition or sports coaching. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults. The College Staff Code of Conduct can be found in the Staff Handbook.

All staff understand that they are employed in a position of trust and that inappropriate behaviour with or towards children is unacceptable. It is an offence for a person in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment even if s/he does not teach the child. This is in accordance with the Sexual Offences Act 2003.

If a student, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the

Principal/Head.

Any member of staff who has reason to suspect that a student may have been abused by another member of staff, supply staff or volunteer, either at school or elsewhere, must immediately inform the Principal/Head. If the Principal/Head is the subject of an allegation, refer to the nominated Governor, who will work with the Company Safeguarding Lead; the Principal/Head should not be informed. If an allegation is made against the Governor, it must be reported to the Principal/Head. Allegations or concerns that meet the harm test should be addressed under Part 4 of Keeping Children Safe in Education 2024.

The College will follow procedures set out in the Low-Level Concerns Policy. In all cases of serious harm or a crime being committed, the Principal/Head or DSL will contact the Local Authority Designated Officer (LADO), and/or Camden Safeguarding Team immediately (or within 24 hours). A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation.

The LADO provides advice and guidance to employers and voluntary organisations that have concerns about a person working or volunteering with children and young people who may have behaved inappropriately. If information has been received that may constitute an allegation the LADO will also preside over the investigation.

The Principal/Head should not make her decision over what may appear to be a low-level concern but should discuss any concerns with the LADO team, who can be contacted on 020 7974 4556. This may be done tentatively and without giving names in the first instance. If it is decided that it is not necessary to refer the matter on the Principal/Head will consider whether there needs to be an internal investigation.

When managing allegations against supply staff it is still the responsibility of the College to ensure they are dealt with appropriately, in conjunction with the agency and liaising with the LADO to determine a suitable outcome. The supply agency should be made aware of the College's process for managing allegations.

Any person, whether employed, contracted, or a volunteer or student, who is no longer at the College because they are considered unsuitable to work with children, will be reported to the Disclosure and Barring Service (DBS) within one month of leaving the College. Furthermore, the College will notify the Teaching Regulation Agency of the details of any teacher who has been dismissed or left the College where there are concerns that a prohibition order may be appropriate.

Transferable risk from incidents arising outside of school where a member of staff has behaved or may have behaved in a way that indicates that the person may not be suitable to work with children (for example, involving domestic violence) should be considered by school leaders.

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues. If necessary, they should consult with the LADO team on 020 7974 4556. See also Camden Council's Whistleblowing procedures. If you are unhappy with the response you have received please contact Office for Standards in Education or the Department for Education and Skills (0870 000 2288) or complaints.peu@dfes.gsi.gov.uk.

Any member of staff who reports a concern or allegation will be provided immunity from retribution or disciplinary action for 'whistleblowing' in good faith.

Procedures for dealing with Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the College's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to: • bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse') • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) Consensual image sharing, especially between older children

of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. For further information about sexual violence see Part 5 and Annex B.• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party • consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) • upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The College seeks to promote an environment where students feel able to discuss their concerns with a member of staff. Situations involving child-on-child abuse will be taken very seriously, taking into account the needs of those involved under the guidance of the Designated Safeguarding Lead. Where a student is suspected of causing harm to another student the usual Designated Safeguarding procedures will be followed.

Child-on-child incidents will be treated as a safeguarding concern where there is 'reasonable cause to suspect a child is suffering, or likely to suffer, significant harm', for example through violent or sexually abusive behaviour. In these cases concerns will be reported to the local authority and, in the case of a serious or criminal allegation, the police. All children involved would be offered support through Lower School Heads of Year of Sixth-form Personal Tutors, the College DSL and DDSL, outside agencies and via independent counsellors where necessary.

With particular reference to sexting, whilst sharing photos and online content is part of daily life for young people, there are risks associated with the production and distribution of sexual images, not only relating to the law but also a young person's wellbeing, especially if the material is shared beyond their control. Staff should refer to the DSL any instances of sexting or suspicions of sexting. The student concerned is likely to be very embarrassed and anxious about the consequences and the situation must be dealt with sensitively. Staff must not ask to view the image but confiscate the device on which the image is held and pass it on to the DSL who, in conjunction with the Principal/Head, will follow the guidance in 'Sexting in Schools and Colleges: responding to incidents and safeguarding young people'. Some but not all instances, according to this guidance, will need to be reported to the police and in cases where referral to outside agencies is not

necessary designated staff will work with the student to support and re-educate them. In any event the sharing of sexual imagery of those under 18 by adults constitutes child sexual abuse and will therefore be referred to the police.

Our students are educated through the RSE curriculum that the law on child-on-child abuse is there to protect them rather than criminalise them.

The initial response to a report of sexual harassment or sexual violence from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should speak to the designated safeguarding lead (or a deputy). Victims should be offered full support and the designated safeguarding lead or deputy designated safeguarding lead will assess the matter on a case-by-case basis. This may include contacting social services, the police and managing the situation within the College setting.

Child-on-child sexual violence and sexual harassment can happen outside of the College premises and online. The College has a zero-tolerance approach to all sexual violence and sexual harassment reports and takes all allegations seriously; including reports found to be unsubstantiated, unfounded, false or malicious.

Child-on-child abuse can happen within the young person's family. The College understands the importance of intra familial harms and will offer support where necessary for siblings following incidents.

The College ethos of mutual respect and tolerance and our expectations of behaviour are clearly outlined in our good behaviour and sanctions policy, as well as in PHSE and RSE lessons and also from the support given to students by Lower School Heads of Year and Sixth-form Personal Tutors. Serious matters concerning child-on-child abuse would be considered a breach of our good behaviour policy and result in disciplinary action being taken.

Staff and Student training to deal with child-on-child abuse is ongoing and forms part of our annual training. https://undressed.lgfl.net/

Online safety and internet and computing use

PHSEE and Relationships and Sex Education lessons, as well as workshops from outside speakers, are used to teach students about being safe, both outside College and online,

to reduce risks and build resilience, as well as the safe use of electronic equipment. Students should also understand the risks posed by adults or young people, who may use social media to groom, bully, abuse or radicalise others. The DfE has released guidance, Teaching online safety in schools June 2019, outlining how schools can ensure that students stay safe and behave online as part of the requirements of the curriculum. DfE resources can be found at www.saferinternet.org.uk and www.thinkuknow.co.uk. The College's Student Internet and Computing agreement outlines how the College ensures that students are able to use ICT, including the internet and related communication technologies, appropriately and safely. The College's policy on the prevention and management of bullying covers the issue of Child-on-child Cyberbullying in some detail. The College's online safety policy gives information on filtering and information system security, as well as safe use of the internet and electronic devices.

The College will routinely inform parents and carers regarding their child's access to online sites when away from college. The following link includes advice on preparing for any online challenges and hoaxes, with support and advice –

https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes

Physical intervention/positive handling

Our Physical Intervention policy states that staff may only use physical intervention as a last resort. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Anti-bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Behaviour and Sanctions Policy

The aim of the College is to foster an environment conducive to learning, where the rights of all students to be educated in a safe and orderly environment are safeguarded and every student is able to aim for the best possible academic outcomes

College staff are legally allowed to search students without their consent for 'prohibited items' and may use reasonable force to do so. This section takes account of the DfE's guidance in Searching, Screening and Confiscation, February 2014.

Health and Safety

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically, within the school environment, for example in relation to internet use; and when away from the school, for example when undertaking school trips and visits.

Safe Recruitment

Our policy sets the vetting requirements for all staff who wish to work in our school whether paid or voluntary.

Low-level Concerns

Our Policy outlines the process for sharing and recording low-level concerns.

Whistleblowing

As stated in the Whistleblowing policy the College requires any member of staff to report to the Principal/Head if they have any concern or worry in relation to practices taking place in College. Staff who report such issues are protected by the College from retribution or disciplinary action. The NSPCC whistleblowing helpline number is in the list below.

Governance of Safeguarding

The company Compliance Director on behalf of governors conducts a formal annual audit on safeguarding files, manages the DSL annual appraisal along with the college Principal/Head and monitors and samples the SCR, staff recruitment and all safeguarding systems on a regular basis throughout the year. The company safeguarding lead meets on a regular basis throughout the year with the safeguarding team to discuss issues and to provide the team with support.

Governors have a responsibility to ensure effective Filtering & Monitoring is taking place, and that all staff are aware of their responsibilities.

The College Principal/Head and DSL meets with Governors at least once a term to report formally on safeguarding issues and to give Governors a safeguarding compliance update as well as providing an annual report on safeguarding.

Contacts

Local Authority Designated Officer (LADO) team 020 7974 4556
Point of contact: Sophie Kershaw

Camden Council Social Care 020 7974 4000 **Emergency Duty Team Social Services (Camden Council)** 020 7974 4444

Camden Safeguarding Children Partnership 020 7974 6658/1276
Camden Council Social Care 020 7974 4000 **Emergency Duty Team Social Services (Camden Council)** 020 7974 4444 **Camden Clinical Commissioning Group (CCG)** Sarah Mansuralli

Safeguarding lead officers:
Michelle O'Regan (Head of Children in Need) Tel: 020 7974 1905
Patricia Williams (Service manager) Tel: 020 7974 1558

Children's Contact service (MASH) team:
Jade Green Tel: 020 7974 1553/3317

E-safety contact officer:
Jenni Spencer Tel: 020 7974 2866

Camden Children missing education
Sona Ruparell Tel: 0207 974 4596 Email: sona.ruparell@camden.gov.uk

Prevent Education Officer:
Jane Murphy Tel: 020 7974 1008

Police Prevent Engagement Officer Name:
Mark Fowler Tel: 0208 733 6014

Kentish Town Police Station: 101 (Metropolitan Police switchboard)

UK anti-terrorism: 0800 789321

Sapphire unit (for reporting FGM to police): 0208 733 5999

DfE helpline 0207 3407264

Counterextremism@education.gsi.gov.uk

NSPCC Whistleblowing helpline 0800 028 0285

Independent Schools Inspectorate 0207 600 0100

Safeguarding Governor: Tim Fish:
Landline: 0203 696 5300
Mobile: 07803935385

This policy has been authorised by the principal and the safeguarding governor:

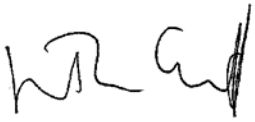
Name of Principal: Candida Cave

Signed: 

Date: June 2024

Name of Safeguarding Governor:

Signed:



Date:

30th August 2024

June 2024
Reviewed by: JC