

POLICY

Document Title	Safeguarding Young People and Adults At Risk
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Equality Impact Assessment Status	Low impact
Approved by	Corporation/Executive Team
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Date of next review	September 2022
Lead responsibility	Vice Principal Curriculum and Quality

1. Purpose

- 1.1. This policy applies to all learners and particularly children, young people and adults who may need support.
- 1.2. Derwentside College recognises its legal duty under the Education Act 2011, Keeping Children Safe in Education (KCSIE 2021), Working Together to Safeguard Children Act (2018), Safeguarding Vulnerable Groups Act (2006), DfE Statutory guidance and regulations as stated by the Disclosure and Barring Service (DBS).
- 1.3. The College wants to ensure that children, young people and adults at risk are protected from abuse. All complaints, allegations or suspicions will be taken seriously and in accordance with this policy.
- 1.4. Safeguarding and promoting the welfare of children is defined for the purposes of this Policy as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
 - taking action to enable all children to have the best outcomes.

2. Scope

The policy is relevant to all staff and learners.

3. Aim

- 3.1. This policy will enable Derwentside College to demonstrate its commitment to keeping young people and adults at risk with whom it works with, safe. It should be read in conjunction with all of the associated College Policies and Procedures.
- 3.2. The College acknowledges its duty to act appropriately and immediately to any allegations, reports or suspicions of abuse. Underpinning this aim is a series of objectives which once achieved will demonstrate the fulfilment of the stated aim of this policy.
- 3.3. This policy will fulfil the stated aim by ensuring that the College will:
 - establish a safe environment in which its learners can learn and develop;
 - ensure safe recruitment in checking the suitability of staff to work with young people and/or adults at risk;
 - develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse;
 - have a Designated Safeguarding Lead (DSL) and provide his/her name to all staff and learners;
 - promote good practice and work in a way that can prevent harm, abuse and coercion occurring by providing training for all staff, and raising awareness of safeguarding issues within the whole College;
 - ensure that any allegations of abuse or suspicions are dealt with appropriately and immediately, and that the person experiencing the abuse is supported.

3.4 **General Principles**

- 3.4.1. Derwentside College fully recognises its legal and moral responsibility to promote and safeguard the welfare of its learners who are under the age of 18 or who are vulnerable adults.
- 3.4.2. Derwentside College is committed to ensuring that any safeguarding issues are dealt with promptly, sensitively and in line with statutory objectives, national and regional guidelines.
- 3.4.3. Key information for staff around recognising signs of abuse are included in Appendix 1 of this policy.
- 3.4.4. The College's expected Code of Conduct is outlined in Appendix 2.

4. **Key Definitions and Concepts**

4.1. **Young People**

- 4.1.1. Those under the age of 18, that is, up until their 18th birthday.

4.2 **Young People in need of protection and early help**

- 4.2.1 The College recognises that young people could be in need because they are suffering or likely to suffer significant harm. Where the Local Authority believes a young person is at risk, they have a duty to make enquiries to decide whether action should be taken and the College would have a duty of care to ensure information is shared under this Policy.

4.3 **Adults at Risk (formerly referred to as Vulnerable Adults)**

- 4.3.1 It is recognised within this policy that any adult may be vulnerable or become a victim of abuse. Specifically, an "adult at risk" is defined as any person who is 18 years of age or over and has a reduced capacity to give consent to disclosure of abuse allegations or suspicions. As defined by the Law Commission (1995) the following definitions for the purpose of this policy have been used.

- 4.3.2 An individual may be at risk:

- if they may be in need of community care services by reason of mental or other disability, age or illness;
- if they may be unable to take care of himself or herself;
- if they are unable to protect himself or herself against significant harm or serious exploitation.

- 4.3.3 Whilst not definitive, the main categories of people covered by the definition of "adults at risk" for the purpose of this policy include those who:

- have a learning disability;
- have a physical or sensory impairment;
- have a mental illness;
- are subject to domestic violence;
- are substance misusers;
- are considered vulnerable and who may experience abuse due to problems with alcohol or drugs (or be vulnerable due to other circumstances such as being an asylum seeker).

4.4 **Preventing Radicalisation and Terrorism (PREVENT)**

- 4.4.1 Prevent is 1 of the 4 elements of CONTEST, the UK Government's counter-terrorism strategy, defined as:
"Stopping people becoming or supporting terrorists or violent extremism. Violent extremism in the

name of ideology or belief is defined as violence, incitement to violence, terrorism, incitement to terrorism, or other activities that may result in violent behaviour or terrorist activity in the name of an ideology or a set of beliefs.”

4.4.2 An integral element of the College’s Safeguarding ethos is encouraging learners to respect the Fundamental British Values of:

- democracy;
- the rule of law;
- individual liberty and mutual respect;
- mutual respect;
- tolerance of those with different faiths and beliefs;
- tolerance of those without faith.

4.4.3 The College works with the Local Authority and partners, including The Contest Silver Board and our Regional Prevent Lead to ensure that we are kept informed of any potential risks to our locality and to ensure that our staff and learners have the most up to date information that is available.

4.5 **Contextual Safeguarding**

4.5.1 Safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside the college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

4.5.2 The College takes a holistic approach to safeguarding our learners with concerns and incidents treated the same regardless of whether they took place inside college or outside of it. The safety and welfare of the learner is paramount. These threats can take a variety of different forms and children can be vulnerable to multiple threats; including: peer on peer abuse, exploitation by criminal gangs and organised crime groups such as County Lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

4.6 **Children staying with host families (Homestay/Private Fostering)**

4.6.1 Schools and colleges quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. This might happen, for example, as part of a foreign exchange visit or sports tour, often described as ‘homestay’ arrangements. In some circumstances the arrangement where children stay with UK families could amount to “private fostering”. Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, a person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

4.6.2 Such arrangements may come to the attention of school/College staff through the normal course of their interaction, and promotion of learning activities with children and they should contact the DSL who will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

5 Procedure

5.1 Learner Entitlements

All learners are entitled to:

- be taught in environments which are safe, conducive to learning and free from disruption or threat of harm including online;
- expect appropriate action from the College to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- have any report of safeguarding issues taken seriously by the College and investigated/resolved as necessary;
- be treated with respect;
- through the induction and ongoing tutorial programme learners will receive guidance and are encouraged to adapt safe practices, including online, to help keep themselves safe.

5.2 Learner Responsibilities

5.2.1. Providing a safe atmosphere which enhances a learner's College experience is a shared responsibility which also places responsibilities on learners.

5.2.2. Learner entitlements are most likely to be met fully when they:

- show respect to College staff, fellow learners, College property and the College environment;
- take a positive and proactive role within the College and online to keep themselves and others safe;
- follow the reasonable instructions of College staff and others involved with their learning;
- report any incidents of concern (and are encouraged to do so);
- appreciate that they are not allowed to increase safeguarding risks to themselves or others, or use the College identity online (or in other media) inappropriately;
- adhere to the learner code of conduct and do not contravene any aspect of the learner disciplinary code;
- co-operate with, and abide by, any arrangements put in place to support their behaviour.

5.3 Staff Responsibilities

All College staff (including supply staff) and volunteers have a responsibility to:

- complete mandatory safeguarding training on an annual basis and ensure that they read Keeping Children Safe in Education Part 1 annually to ensure that their knowledge relating to safeguarding is refreshed;
- complete an induction where our responsibility to ensure the health, safety and wellbeing of our learners is outlined;
- be aware of and implement the College's Policy and Procedure on Safeguarding Young People and Adults at Risk;
- provide a safe, secure and supportive environment for Young People and Adults at Risk;
- abide by the College Staff code of conduct (Appendix 2 of this policy) and associated policies designed to respond positively and effectively to KCSIE 2021;
- listen to Young People and Adults at Risk and respond in an appropriate way;
- protect Young People and Adults at Risk from abuse;
- make referrals, preferably via a Designated Safeguarding Lead, in accordance with the College, Durham Safeguarding Children Partnership (DSCP),
- follow Safeguarding Adults Board (SAB) procedures who oversee the process. (However, contact would normally be made to First Contact (16-19 learners) and Social Care Direct (Adults);

Contact details for the DSL and Deputies are:

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5.3.1 Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a staff member, in the course of their work or profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the staff member must report this to the police. For all safeguarding issues, they should:

- recognise that, if at any time there is a risk of immediate serious harm to a person, a referral should be made to First Contact immediately, if the risk is immediate and serious then they should make a direct referral to the police. Anybody can make a referral in such circumstances. If the person’s situation does not appear to be improving, the staff member with concerns should press for reconsideration. Concerns should always lead to help for the person at some point;
- undertake any additional Safeguarding training, appropriate to their role.

5.4 **College Management Responsibilities**

5.4.1 **The Board of Corporation**

“Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their Colleges are effective and comply with the law at all times.” [Keeping Children Safe in Education 2021].

The Board of Corporation should ensure that:

- there are effective safeguarding policies and procedures that are in line with the Durham Safeguarding Children Partnership (DSCP) and County Durham Safeguarding Adults Board (SAB) procedures and that the policy is made available to learners or parents/carers on request;
- there is a member of the board appointed with direct responsibility for safeguarding. The member of the board with this responsibility is Geoff Gibson;
- the College operates safe recruitment procedures and appropriate checks are carried out on staff and volunteers who work with Young People and Adults at Risk in line with the College Safer Recruitment Policy;

- that a comprehensive induction procedure for new staff is in place, covering key aspects of safeguarding including but not limited to, health and safety, online safety, risk assessments, safeguarding policy and procedure with reporting arrangements, College Values and Equality and Diversity expectations. The induction includes a probationary period with regular review meetings and the facility to extend the probationary period if deemed necessary;
- a staff code of conduct and social media policy exists and reflects key obligations of staff;
- there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children;
- procedures for dealing with allegations of abuse against members of staff or volunteers comply with the DSCP and SAB inter agency procedures;
- there are Designated Safeguarding Leads (DSLs), including a Senior Manager who takes lead responsibility for dealing with safeguarding issues;
- Designated Safeguarding Leads undertake approved training to the standards agreed by the DSCP and SAB every 2 years and support other staff;
- the Principal and Chief Executive and other staff who work with Young People and Adults at Risk undertake appropriate safeguarding training at least every year. Temporary staff and volunteers are made aware of the College's arrangements and their responsibilities for Safeguarding Young People and Adults at Risk;
- it monitors the College's compliance and undertakes an annual review of the Safeguarding Young People and Adults at Risk Policy and Procedures. It amends as soon as practicable any risk in arrangements as these are brought to its attention;
- the Chair of the Corporation takes responsibility for liaising with the local authority and/or partner agencies in the event of an allegation of abuse being made against the Principal and Chief Executive;
- all members have up to date knowledge of the most recent update of Keeping Children Safe in Education guidance.

5.4.2 **The Principal and Chief Executive**

The Principal and Chief Executive ensures that:

- the policies and procedures adopted by the Corporation are implemented and followed by staff;
- sufficient resources and time are allocated to the Designated Safeguarding Leads to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice with regards to Young People and Adults at Risk and that such concerns are addressed sensitively and effectively in accordance with the Public Interest Disclosure Policy, where appropriate;
- cases are reported to the Secretary of State if a person ceases to work in education and there are grounds for believing that they may be unsuitable to work with Young People and Adults at Risk.

5.4.3 **Key College Managers/Committees**

5.4.4 In addition to the Principal and Chief Executive, there are a number of College Managers/Committees which have key responsibilities under this Policy:

- The Heads of Department are responsible for overseeing the operation of this policy and its associated procedure in the Departments;
- Curriculum Leaders/Apprenticeship Managers/other supervisor staff are responsible for ensuring that course teams collaboratively address the requirements of this policy and its associated procedure. They ensure staff are aware of the policy and procedures and that they receive appropriate training and support to undertake their roles effectively;
- The College's Health and Safety/Safeguarding Committee is a standing body which is accountable, amongst other activities for ensuring intelligence and information is shared to build a comprehensive picture of any Safeguarding issues/problems.

5.4.5 **Everyone at Derwentside College has the responsibility to:**

- embrace a whole College approach to promoting and safeguarding the welfare of young people and adults at risk;
- promote safeguarding best practice (including teaching and learning opportunities, as part of providing a broad and balanced curriculum, including covering relevant issues);
- ensure that all learners are in environments which are safe, conducive to learning and free from disruption or threat of harm;
- ensure this policy and its associated procedure are implemented across the College.

5.4.6 **Designated Safeguarding Lead**

5.4.7 The Corporation should ensure that the College designates an appropriate senior member of staff to take lead responsibility for young people and adults at risk. This person is currently the Head of Student Services and has both the status and authority within the College to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. When required, he/she has the responsibility for:

- liaison with the local authority, other agencies and schools, including those with Key Stage 4 pupils attending College;
- the referral of cases of suspected abuse or allegations of abuse to the relevant investigating agencies, contributing to assessment /case conferences as appropriate;
- acting as a source of support and expertise within the College when deciding whether to make a referral and liaising with relevant agencies;
- working closely with the Technology and Innovation Manager with lead responsibility for online safety;
- liaising with the Vice Principal Curriculum & Quality to inform him/her of any issues and on-going investigations and ensure there is always cover for this role;
- undertaking child protection and inter-agency training, including refresher training every two years, to ensure roles and responsibilities are carried out effectively;
- ensuring staff who work with Young People and Adults at Risk have information on the Safeguarding Young People and Adults at Risk Policy and its associated Procedure and they participate in appropriate induction and training;
- maintaining accurate, secure records of referrals or concerns;
- working with the Corporation to ensure that the Safeguarding Young People and Adults at Risk Policy and its associated Procedure are updated and that arrangements are reviewed annually;
- identifying appropriate methods to inform learners, parents and carers of the College's safeguarding and partnership arrangements;

- forwarding relevant information when Young People and Adults at Risk who are subject to a Child Protection Plan move to another educational establishment;
- informing the local authority of any known private fostering arrangement that occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

5.4.8 The Head of Student Services acts as the DSL and leads the wellbeing team who offer mental health support to learners in the College. The DSL supported by the Student Services Curriculum Leader and Wellbeing Team will take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at the College.

5.5 **Standards by which the Success of this Policy can be Evaluated**

5.5.1 The College will monitor the effectiveness of this policy notably via:

- Learner voice feedback received from surveys, focus groups, forums and during tutorials;
- Formal reflection of, and reporting on, operating safeguarding procedures through the recording, monitoring, and analysis of Safeguarding Concern forms submitted relating to learner behaviour;
- Self-Assessment and External Review;
- Staff responses to training and employing appropriate strategies.

5.6 **Promoting and Safeguarding the Welfare of Young People processes**

5.6.1. Promoting and Safeguarding the Welfare of Young People and Adults at Risk includes:

- ensuring the safe recruitment of staff (Safer Recruitment Policy);
- raising awareness of issues and equipping Young People and Adults at Risk to keep themselves safe (opportunities through the curriculum, tutorial, preparing for work experience, through the relevant themes of Spiritual, Moral, Social and Cultural development and links with the Information, Advice, and Guidance (IAG) team);
- taking all measures to ensure that learners are suitably protected from the risks associated with radicalisation and extremism.

6 **The following legislation and regulations apply to this policy / procedure:**

- The Children Act 2004;
- The Education Act 2002;
- The Education (Health Standards) (England) Regulations 2003;
- The Further Education (Providers of Education) (England) (Regulations) 2006;
- The Care Act 2014.

6.1 The following government guidance is relevant to this policy:

- Working Together to Safeguard Children (2018);
- Keeping Children Safe in Education (September 2021);
- The Prevent Duty (2015)
- What to do if you are worried a child is being abused (2015).

7 Related Documents

7.1 The following related documents are relevant to this policy / procedure:

- Anti-Harassment and Anti Bullying Policy;
- Health and Safety Policy;
- Safe Use of IT Policy;
- Staff Development Policy;
- Safeguarding Young People and Adults at Risk Procedure;
- Safe Recruitment of Staff Policy;
- Learner Behaviour and Discipline Policy;
- Staff Disciplinary Policy;
- Prevent Policy.

8 Accountability

8.1 The Vice Principal – Curriculum and Quality is responsible for the implementation of this policy.

8.2 He or she is also responsible for ensuring that this document is regularly reviewed and updated – and is the first contact point for managers seeking advice and guidance about the Safeguarding Children and Vulnerable Adults Policy and Procedure or making enquiries about its interpretation.

8.3 All managers are responsible for ensuring that they and their team members follow the requirements set out in this document.

8.4 All employees are responsible for adhering to the requirements set out in this document.

9 Equality & Diversity

9.1 The College has paid due regard to equality considerations during the preparation and implementation of this Policy and Procedure.

9.2 These considerations included the potential for any differential negative effect on the grounds of age, disability, gender reassignment, pregnancy and maternity, race (including ethnic or national origins, colour or nationality), religion or belief (including lack of belief), sex,sexual orientation, marriage or civil partnership.

9.3 The College's judgement is that there is no such negative effect on those grounds and, consequently, no potential breach of the Equality Act 2010.

9.4 The operation of this Policy and Procedure will be monitored by the Head of Human Resources in order to establish that no unlawful discrimination is taking place and to identify opportunities for the College to enhance equality of opportunity and fair treatment.

10 Review

10.1 This document will be reviewed by September 2022.

10.2 The Vice Principal Curriculum and Quality will undertake this review, taking into account the outcomes of the monitoring process, legislative changes and developments in good practice.

10.3 As part of the review, the Vice Principal Curriculum and Quality will seek and consider the views of the College's employees and of the recognised trade unions.

10.4 The outcome of the review will be reported to the Executive Team.

11 Document Identification

<p>Category [select ONE only]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Programmes/courses <input type="checkbox"/> Partnerships <input type="checkbox"/> Finance <input type="checkbox"/> Quality <input type="checkbox"/> Governance <input checked="" type="checkbox"/> Health and safety <input type="checkbox"/> Facilities <input type="checkbox"/> IT and Innovation <input type="checkbox"/> MIS <input type="checkbox"/> Admissions <input type="checkbox"/> Teaching and learning <input type="checkbox"/> Human Resources
<p>Audience [select ALL that apply]</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Employees <input checked="" type="checkbox"/> Learners <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Suppliers

Appendix 1

Recognising Signs of Abuse, Information for staff

(definitions as stated by Keeping Children Safe in Education September 2021 – Part 1)

Young people and adults at risk in need of protection

Some Young People are in need because they are suffering or likely to suffer 'significant harm'. Where local authorities believe a young person is suffering, or likely to suffer significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person.

Young People and Adults at Risk in Need

Young people and adults at risk who are defined as being 'in need' under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

Young people and adults at risk learners missing from education

All staff should be aware that young people and adults at risk of going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines.

It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or College's unauthorised absence and young people and adults at risk missing from education procedures.

Young people or adults at risk with family members in prison

It is not uncommon for young people and adult at risk learners to have a parent sent to prison each year. These families are at more risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their young people and adults at risk learners, to help mitigate negative consequences for those young people and adult at risk learners.

Child Criminal Exploitation (CCE)

Although the term refers to CCE this incorporates young people and adult at risk learners and can be described 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.

Some of the following can be indicators of CCE:

- Young people and adult at risk learners who appear with unexplained gifts or new possessions;
- Young people and adult at risk learners who associate with other young people involved in exploitation;
- Young people and adult at risk learners who suffer from changes in emotional wellbeing;
- Young people and adult at risk learners who misuse drugs and alcohol;
- Young people and adult at risk learners who go missing for periods of time or regularly come home late;
- Young people and adult at risk learners who regularly miss school or education or do not take part in education.

Modern Day Slavery and Human Trafficking

These crimes include holding a person in a position of slavery, servitude, forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern day slavery within your own country. It is possible to be a victim even if consent has been given by the individual.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a young or adult at risk person into sexual activity in exchange for something the victim needs or wants, and/or 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.

CSE does not always involve physical contact; it can also occur using technology. CSE can affect any child or young person under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- Young people and adult at risk learners who have older partners; and
- Young people and adult at risk learners who suffer from sexually transmitted infections or become pregnant.

Technology can also play a part in sexual abuse, for example, through its use to record abuse and share it with other like-minded individuals or as a medium to access children and young people in order to groom them. A common factor in all cases is the lack of free economic or moral choice.

Sexting or Youth Produced Imagery

Sexting or Youth Produced Imagery is sending and/or receiving sexually explicit messages or images primarily between mobile telephones.

Sexting or Youth Produced Imagery can include sexual dialogue (chat) or requests for pictures/images of a sexual nature and can be illegal. The question of legality depends on what the image is or what the chat involves and who it is sent between. However, it is a crime to possess, take, make, distribute or show anyone an indecent or abusive image of a child or young person under 18 years of age. Also, while the age of consent is 16, the relevant age in relation to indecent images is 18.

Online Safety

The College has a separate online and remote learning policy which staff should be familiar with and ready to apply. This policy will be reviewed and updated annually to ensure it is responsive to the risks and harms related to it as these evolve and change rapidly.

County Lines

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

Exploitation is an integral part of the County Lines offending model with young people and adult at risk learners 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.

Young people and adults at risk learners can be targeted and recruited into County Lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Young people and adult at risk learners 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. Young people and adults at risk learners 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.

Types of Abuse and how to recognise them

Physical Abuse

Physical abuse is the physical ill treatment of a person which may or may not cause physical injury. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. It can also occur when a person is not provided with adequate care and support, causing him/her unjustifiable physical discomfort. This can include inappropriate use of restraint or sanctions, withholding of food, drink or necessary aids to mobility or independence.

Possible Behaviour:

- explanation inconsistent with injury; refusal to discuss injuries;
- fear of going home or parents being contacted;
- arms and legs kept covered in hot weather or fear of undressing; aggressive bullying behaviour;
- frozen watchfulness/cowering/flinching at sudden movements; withdrawal from physical contact;
- fear of medical help;
- admission of excessive punishment; running away;
- self-destructive tendencies.

Sexual Abuse

Sexual abuse includes acts which involve physical contact; it may also include those acts which do not. Non-contact sexual abuse may include voyeurism, (coerced into being photographed or videotaped), being subjected to indecent exposure, serious sexual harassment and innuendo. It could also include showing sexual material to a person who does not consent to, or have the capacity to consent to, watching such material.

Sexual abuse involves forcing or enticing a person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the person 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 encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse can include an isolated incident of assault, or sexual acts within an on - going relationship where the person is unable to give consent, either because of impaired capacity or because the power imbalance in the relationship is too great for the consent to be considered important by the perpetrator.

Possible Behaviour:

- overly compliant behaviour;
- behaves in a sexually inappropriate way in relation to their age; withdrawn and unhappy, insecure and 'clingy';
- plays out sexual acts in too knowledgeable a way for their age; regresses to a behavioural pattern of much younger children; say of themselves that they are bad or wicked;
- arriving early at school/college and leaving late with few, if any, absences;
- excessive masturbation – exposing themselves; drawings of a sexually explicit nature;
- attempts to sexually abuse another child; recurring nightmares and/or fear of the dark;
- had a 'friend who has a problem' and then tells about the abuse of 'a friend'

Emotional Abuse

This is the persistent emotional maltreatment of a person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying 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 person opportunities to express their views, deliberately silencing them or deriding what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

It may include a calm but destructive attitude towards an adult, intimidation, threats of harm or abandonment, indifference, isolation or withdrawal from services/support, humiliation, blaming, controlling, coercion, harassment, verbal abuse, emotional blackmail, the denial of basic human rights, denial of sexuality and the treatment of adults as children.

Possible Behaviour:

- overreaction to mistakes;
- obsessive behaviour (e.g. rocking, twisting hair, sucking thumb); withdrawal from relationships with other children;
- fear of parents being contacted; extremes of passivity or aggression; attention seeking;
- chronic running away;
- compulsive stealing, scavenging for food or clothes; impaired capacity to enjoy life.

Neglect

Neglect is the persistent failure to meet a person's basic physical and/or psychological needs and a necessary level of care and support, likely to result in the serious impairment of the person's health and/or development. Neglect can be deliberate or unintentional. Neglect can be:

- medical or physical care needs being ignored to such an extent that a person's health and well-being is impaired;
- administering too much, too little, or the wrong type of medication;
- a failure to allow the person access to appropriate health, social care or education services;
- withholding of the necessities of life, e.g. adequate nutrition, heating or clothing;
- a failure to intervene in situations assessed to be dangerous to the person or others around them, especially when the person lacks capacity to assess risk.

Possible Behaviour:

- chronic running away; compulsive stealing; scavenging of food and clothes; low self-esteem;
- neurotic behaviour (e.g. rocking, thumb sucking, hair twisting); inability to make social relationships;
- tendency to destroy things.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It is important to consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Sexual violence and sexual harassment between young people and adult at risk learners in schools and colleges

Sexual violence and sexual harassment can occur between two young people and adult at risk learners of any age and sex. It can also occur through a group sexually assaulting or sexually harassing a single person or group. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows young female learners', adult at risk learners and learners with SEND and LGBT are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts (upskirting).
- Dismissing or tolerating such behaviours which risks normalising them.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not to another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

Financial and Material Abuse

Financial and material abuse involves an individual's funds, resources or possessions being taken or inappropriately used by a third party. With adults at risk, this may include theft, fraud, or extortion through threat, exploitation, misuse or misappropriation of property or possessions by someone trusted to handle the adult's finances, preventing the adult's access to their funds. Risks of financial abuse may increase if the adult lacks capacity or numeracy skills, lives alone and is regarded as "vulnerable" within the local community and where there is a dependence on other people with the management of finances.

Domestic Abuse

Legislation in England states that "seeing or hearing the ill-treatment of another person" is a form of harm (Section 120. Adoption and Children Act 2002)

In England, "controlling or coercive behaviour in an intimate or family relationship" is an offence (Section 76. Serious Crime Act 2015).

In England, the Domestic Abuse Act 2021 recognises children as victims of domestic abuse if they "see, hear or otherwise experience the effects of abuse". The Act places a duty on local authorities to support all victims of domestic abuse in safe accommodation such as refuges.

The cross-government definition of domestic violence and abuse as any incident or pattern of incidents of controlling, coercive, 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.

The abuse can encompass but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional.

All young people and adult at risk learners can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Mental Health

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. Staff should note that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the reporting of a safeguarding concern procedure and speaking to the designated safeguarding lead or a deputy.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into care where there is harm or at risk of harm.

Honour-based Abuse (including Female Genital Mutilation (FGM) and Forced Marriage (FM))

Honour-based abuse (HBA) 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. 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 HBA 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 HBA, or already having suffered HBA.

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.**

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding young people and adult at risk learners from forced marriage.

Preventing Radicalisation

Young and adult at risk people are more likely to be exposed to extremist ideology and radicalisation. Similar to protecting from other forms of harms and abuse, protecting young and adults at risk people from this risk should be a part of a 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.

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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 social media or the internet) and settings (such as within the home).

Peer on Peer Abuse

Young people can and do abuse others. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

All learners will receive a full induction which will make it clear that abuse of others will not be tolerated and includes information on recognising abuse and the various options for reporting it and seeking support. This will be supported and expanded upon by the ongoing tutorial programme that will explore in more depth various themes such as consent, coercion, abuse, and bullying.

Peer on Peer Sexual Abuse

The College will endeavour to ensure that there are no obstacles preventing learners raising a concern. All staff should be prepared to listen to and support learners and take their concerns seriously. A learner must never be made to feel that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff need to recognise that although not always, it is likely that females will be victims and males perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously.

Staff at Derwentside College should at all times avoid complacency by adopting 'it could not happen here attitude'. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers. 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.

Peer on Peer 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 peers;
- 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);
- 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).

For most young people there is a separation between 'real life' and the 'online world'. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.' All concerns/suspicion of any such abuse online should be reported in the same manner as face to face would be.

Expected Staff Action

Staff should consider the seriousness of the case and make a decision whether to inform the Designated Safeguarding Lead immediately before taking any further actions.

Recognising Peer Abuse

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The learners motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the full facts. It is equally important to deal with it sensitively. Avoid language that may create a 'blame' culture and leave a young person labelled.

Staff will talk to the learner in a calm and consistent manner. Staff will not be prejudiced, judgmental or dismissive in dealing with such sensitive matters.

Taking Action

- Complaints will always be taken seriously
- A statement of facts will be gained from the learner(s)
- Assessment of the needs of the victim and alleged perpetrator
- Referral to Police or Social Care will be considered
- Staff will contribute to multi-agency assessments
- A risk management meeting will take place
- Records will be kept of all incidents and all action taken

Recording sexualised behaviour

- Be clear, explicit and non-avoidant, avoiding vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on the disclosure reporting form
- Use proper names for body parts but record exactly any language or vocabulary used by the learner. Use the learner's exact words in quotation marks
- Note where and when the incident happened and whether anyone else was involved or around

Gather the Facts

All young people involved will be spoken to separately, to gain a statement of facts from them. It is important that consistent language and open questions are used for each account. The young people should be asked to explain what happened using open questions, 'where, when, why, who'. Do not interrogate or ask leading questions.

Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on the next course of action

If it is believed any young person to be at risk of harm it must be reported to the Designated Safeguarding Lead immediately; they will follow the College's Safeguarding Policy.

If social services and the police intend to pursue this further, they may ask to interview the young people in College or if they are informed, they may ask for parents to come to College to be spoken with.

Informing parents/carers

When possible if parents/carers are to be informed it will be done face to face. The nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

In all circumstances where the risk of harm to the young person is evident, and where it will not contribute to further harm, the College will encourage the young person to share the information with their parent/carer.

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consideration given to the support and intervention required for those involved.

For the young person who has been harmed

In the case where a police or social care referral has not been deemed appropriate. The level of support required depends on the individual young person. It may be that they wish to seek counselling or one to one support via a wellbeing practitioner. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.

If a police or social care referral has taken place a similar approach will be taken. With consideration of any advice and guidance provided by those agencies.

For the young person who has displayed harmful behaviour

In the case where a police or social care referral has not been deemed appropriate. It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or wellbeing support may also be necessary. Particular support from identified services may be necessary and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the case of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency; if a crime has been committed this may be through the police or youth offending service. If there is any form of criminal investigation ongoing it may be that this young person cannot be educated in College until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education outside of College.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment will be required. This will be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the

young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The College may also choose a punishment as a consequence; such as exclusion for a period of time to allow the young person to reflect on their behaviour.

Where a criminal investigation leads to a conviction or caution, the College will instigate the discipline and behaviour policy with the offence likely to constitute gross misconduct potentially leading to a permanent exclusion, as allowing the perpetrator(s) to remain in College would seriously harm the education or welfare of the victim (and potentially other pupils or students). The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. This does not mean the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support will be provided to both as required and consideration given to how attendance at College will be managed.

After Care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping. For this reason, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies

Peer on peer abuse can and will occur even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent peer on peer abuse.

The College endeavours to have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive tutorial programme that tackles such issues. The College makes sure that reporting and support signposting is available to young people.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

The Prevent Duty

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.

Channel

A voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being adults at risk to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are adults at risk to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Appendix 2

Derwentside College Code of Conduct

This code of conduct shall provide clear guidance on the standards of behaviour all College staff are expected to observe. Failure to comply with the Code of Conduct could result in disciplinary action including dismissal. A serious breach of this code may result in a referral being made to an external or statutory agency.

Derwentside College seeks to provide a safe and supportive environment where the welfare and health and safety of learners and staff is paramount. Staff should act professionally at all times.

All staff have a duty of care to keep learners safe and are accountable for the way in which they use their authority and position of trust.

1. Setting an Example

All staff must:

- avoid using inappropriate or offensive language at all times;
- demonstrate high standards of conduct to encourage learners to do the same;
- avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

2. Safeguarding

- All staff have a role to play in safeguarding children;
- All staff are responsible for their own actions;
- All staff are required to read Part 1 of the most up to date Keeping Children Safe in Education legislation annually as well as the College's relevant safeguarding policies and procedures;
- All staff are required to undertake Safeguarding Training which should be refreshed every year;
- All staff should take reasonable care of learners under their supervision with the aim of ensuring their safety and welfare;
- Any safeguarding concerns should be reported to the College's Designated Safeguarding Lead;
- All staff and work placement providers should be aware of, and follow, the College's safeguarding procedures;
- Staff should never give out their own personal details or the personal details of other members of staff or learners;
- Staff must never access, store or disseminate inappropriate images;
- Staff should never make contact with learners outside of College for the purpose of 'friendship', including via the use of Social Media;
- All staff must accept the terms of the College's E-Mail, Internet and Telephone Monitoring Policy and Data Protection Policy and they must adhere to the College's Acceptable Use Policy for Network Registration, by signing and dating the statement. Staff who do not adhere to this, will not be given access to College systems or networks;
- Staff are encouraged to report any suspected infatuation or any situation which they may feel compromises their professional standing;
- Staff are vulnerable to accusations when working alone with a learner. If possible, leave the door open or use a room with a window in the door. Avoid travelling in a car with one learner.