

<b>Name of Policy</b>	<b>SAFEGUARDING POLICY</b>		
<b>Purpose</b>	To ensure the College adopts practices that will support the safeguarding of students within its care.		
<b>Author / Job Title</b>	Designated Safeguarding Lead		
<b>Equality Assessment By Whom</b>	Deputy Principal Designated Safeguarding Lead	<b>Date</b>	08/2022
<b>Version</b>	10	<b>Date of next review (month &amp; year)</b>	09/2023

<b>Approved by</b>	SMT	September 2022
	Corporation	October 2022

<b>Related policies or procedures or parent policy if applicable</b>	Child & Adults at Risk Protection Policy and Procedures Work Related Learning Policy Health and Safety General Statement Risk Assessment documentation Safer Recruitment & Vetting Policy and Procedures Tutorial Scheme of Work Student Anti-Harassment and Bullying Policy Staff Disciplinary Procedures Staff Professional Practice Guidelines Acceptable Behaviour Policy and Procedures E-Safety Policy Social Media Policy Keeping Children Safe in Education (2022) Working Together to Safeguard Children (2018) Prevent Duty Guidance 2016 CESCIB Procedures Manual	
<b>Related legislation</b>		
<b>Groups/bodies consulted in the development of the policy</b>		Supporting Children In Educational Settings
<b>To be published on College website</b>		Yes
<b>To be published on Student Hub</b>	Yes	

## SAFEGUARDING POLICY

### Purpose

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners in this school make sure their approach is child centred. This means that we consider, at all times, what is in the best interests of the child.

### Objectives

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with students and direct work with families, staff take notice of indicators of possible abuse or neglect and consult with Children's Services in Cheshire East (or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the college; we maintain an attitude of **'it could happen here'** where safeguarding is concerned.

In our college we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection
- All staff act on concerns or disclosures that may suggest a child is at risk of harm
- Students and staff involved in Safeguarding issues receive appropriate support
- Staff adhere to the Colleague code of conduct and understand what to do in the event of any allegations against any adult working in the setting
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another
- All staff understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.
- The provision of a safe and healthy environment for students in which to learn
- Delivering an appropriate safeguarding curriculum through tutorial and learning programmes
- Ensuring Human Resources policies and procedures contain effective safeguarding measures
- Appropriately meeting the needs of vulnerable students (those at risk of not achieving due to negative external factors or non-academic issues such as homelessness, cared for, care leavers).
- Having appropriate measures in place to challenge and minimise the impact of bullying and harassment
- Dealing effectively with concerns relating to the protection of children and adults at risk, including having due regard to the need to prevent people from being drawn into terrorism
- This policy is available on our college website and printed copies of this document are available to parents upon request. We inform parents and carers about this policy when their children join our college and through our college newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Colleague Code of Conduct.

The Safeguarding induction will cover online safety, role of DSL, Keeping Children Safe in Education Part 1 and Annexe B, colleague code of conduct (including whistleblowing and social media)

In addition, all staff are provided with at least Part one of Keeping Children Safe in Education 2022 and Annexe B and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

The Corporation recognises it has a statutory and moral duty to ensure that Macclesfield College functions with a view to safeguarding and promoting the welfare of **ALL** students receiving education and training at the College. The College's Safeguarding Policy is approved by the Corporation. There is a nominated Member of the Corporation who receives additional training in Safeguarding matters and who is a Member of the Safeguarding Strategy Committee.

**Scope:**

This policy applies to all members of the college community (including staff, students, volunteers, supply teachers, parents/carers, visitors, agency staff or anyone working on behalf of Macclesfield College

**Responsibility:** The Corporation  
Principal  
Designated Safeguarding Lead (DSL)  
Safeguarding Strategy Committee

**POLICY**

Safeguarding at a strategic level is led by the Principal with additional support from 6 Managers responsible for a specific area of safeguarding. The areas are:

- HR policies and practices including staff recruitment – Director of Human Resources
- Protection of Children and Adults at Risk – Designated Safeguarding Lead
- Tutorial Curriculum – Deputy Principal
- E-Safety – IT Manager
- Health and Safety – Site Manager
- Educational Visits/Work Placement – Assistant Principal Quality

The College will achieve the objectives of Safeguarding by ensuring:

*HR policies and practices*

- That robust Human Resources policies are adhered to and monitored through staff induction and appraisals
- The practice of safe recruitment in checking the suitability of all staff, volunteers and service providers to work with all student groups, including identity checks and valid references is adhered to
- All governors, staff, volunteers and service providers have an up-to-date DBS check at the appropriate level compliant with the College's agreed HR policies. This also applies to College nominated governors of the Academy
- All staff are aware of what constitutes inappropriate relationships with students and that it is a criminal offence under the Sexual Offences Act 2003 (abuse of position of trust) to enter into a sexual relationship with students under 18, even if that relationship is consensual
- All staff, volunteers and governors have appropriate safeguarding training for their level of responsibility

### *Tutorial Curriculum*

- The Anti-Bullying and Harassment and the acceptable behaviour policies and procedures are adhered to and monitored
- All students will receive tutorial support appropriate to their age, stage and programme and tutorial programmes are designed to support students' learning and development
- The establishment of a learning environment where students feel secure, are encouraged to talk and are listened to whilst they learn and develop
- That Parents/Carers are informed of the College's Safeguarding policy and Child Protection policy and procedures in a timely manner

### *Child Protection and Adults at Risk*

- Separate Child and Adult at Risk Protection Policy and Procedures are adhered to
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL / Child Protection Officers
- Students are informed of the support available if they are worried or have concerns

### *Health and Safety*

- Appropriate training and guidance is provided to all staff and students to ensure they understand their responsibilities with regards to evacuation / lockdown
- Appropriate systems of inspection, monitoring and review are maintained
- That staff, students and visitors follow safe working practices at all times
- Health and Safety Inductions for all students are comprehensive and monitored

### *Work Placement*

- That a robust Work Placement policy and procedures are adhered to and monitored
- That staff and students are provided with the appropriate training and students are supervised throughout their placement
- That all school pupils are provided with the appropriate guidance and support whilst on site and that staff are aware of the particular requirements of this cohort
- That all employers are fully briefed on their obligations relating to the College's Safeguarding Policy

### *E-Safety*

- That a robust E-Safety policy and procedures are adhered to and monitored
- Students and staff are educated and supported in staying safe online which is the subject of a specific E-Safety Policy

### *Apprenticeship*

- Apprentices are appropriately trained and risk assessed in the work place
- That all employers are fully briefed on their obligations relating to the College's Safeguarding Policy

## **SAFEGUARDING TRAINING**

In all cases Human Resources will work with the Designated Safeguarding Lead to ensure that all staff receive the appropriate training in a timely manner and that all training is reviewed annually.

Training for staff will include the following:

- The Principal, DSL, nominated governor and nominated deputies attend the required multi agency Child Protection training and thereafter refresher training at 2 yearly intervals

- All full time and part time staff are provided with basic awareness training for Safeguarding at induction and receive additional training as appropriate (with a maximum of 3 years between sessions)
- Temporary (hourly paid) staff and volunteers are provided with information on the College's arrangements for Safeguarding and their personal responsibilities
- Training on the correct use of technology, how to identify hazards, how to deal with them and the safe working practices for social network sites
- Training on safe recruitment procedures as appropriate
- Training on the Anti-Bullying and Harassment policy and procedures
- Training on the Acceptable Behaviour policy and procedures in conjunction with the Right time Right place Policy
- Health and Safety inductions for new staff
- Training as appropriate for conducting risk assessments

Training for students will include:

- E-Safety Training
- Tutorials concerning Safeguarding Topics and Fundamental British Values

## **REVIEW & REPORTING**

Strategic issues regarding Child Protection, Anti-Bullying and Harassment and Prevent issues will be discussed by the Safeguarding Strategy Committee termly to determine trends.

Child Protection, Anti-Bullying and Harassment and Prevent operational issues will be reported to the Senior Management Team monthly.

A termly report on how the College is achieving the objectives of the Safeguarding Policy will be presented to the Safeguarding Strategy Committee.

The Corporation will receive an annual report in November with a midyear report in March/April.

This policy and related activity will be subject to an annual review by the Safeguarding Strategy Committee, which will make any appropriate recommendations to the Corporation.

Please see Appendix 1 for the terms of reference for the Safeguarding Strategy Committee.

## **RECORD KEEPING**

Records must be kept of all stages of any allegation, suspicion or incident of child abuse/concern and the subsequent investigation. These will be kept securely within Student Central where in relation to external abuser.

There will be further records kept within HR where in relation to allegations against staff members. Copies should not be kept by the originating division. Records will be kept for the appropriate length of time in line with GDPR 2018 guidelines.

Anti-Bullying and Harassment records will be held centrally by the Welfare Lead until the student leaves College at which point they will be added to the student file and retained in line with GDPR 2018 guidelines.

## **Appendix 1 SAFEGUARDING STRATEGY COMMITTEE**

### **TERMS OF REFERENCE**

1. To review termly and assess the effectiveness and appropriateness of:
  - any activity related to the Safeguarding Policy
  - training undertaken by staff, volunteers and governors in relation to Safeguarding
  - the content of the Safeguarding Policy
  - the Safeguarding Action Plan
2. To agree the annual and midyear report on the above with recommendations for developments. The report to be received and the recommendations considered by the Safeguarding Strategy Committee and forwarded to Macclesfield College Corporation.

### **Proposed Membership**

Governor with responsibility for Safeguarding  
Deputy Principal for Curriculum and Quality (Chair)  
Assistant Principal for Curriculum  
Welfare Lead (DSL)  
Assistant Principal of Quality and Professional Development  
Director of Human Resources  
Head of Estates  
Maxim Representative  
Learner Services Representative

## Appendix 2 DEFINITIONS and FORMS OF ABUSE

### Definitions of terms used in this document:

**Child Protection:** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the 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.

**Early Help:** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

**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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional 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.

**Staff:** refers to all those working for or on behalf of the college/education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.

**Child:** refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however, the policy will extend to children visiting from other establishments

**Parent:** refers to birth parents and other adults who are in a parenting role e.g. carers, stepparents, foster parents, and adoptive parents.

### Forms of Abuse

Further information is available from Keeping Children Safe in Education September 2022

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### Contextual Safeguarding

#### **Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including,

- sexual identity
- cognitive ability
- learning difficulties
- communication ability
- physical strength
- status
- access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children

- being forced or manipulated into transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting or pickpocketing.
- they can also be forced or manipulated into committing vehicle crime
- or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### **Child Sexual Exploitation (CSE).**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections
- display sexual behaviours beyond expected sexual development
- become pregnant

### **County lines.**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media.

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

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing

### **Children Missing from Home or Care**

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our school are aware of the [Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2020-2022](#).

The association of chief police officers has provided the following definition a missing person is: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

**Push factors** include:

- conflict with parents/carers
- feeling powerless
- being bullied/abused
- being unhappy/not being listened to
- the Toxic Trio

**Pull factors** include:

- wanting to be with family/friends
- drugs, money and any exchangeable item
- peer pressure
- for those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

### **Cyberbullying**

Central to our College's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all students have a right not to be bullied*'.

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

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

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

- bullying by texts or messages or calls on mobile phones
- the use of mobile phone cameras to cause distress, fear or humiliation
- posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- using e-mail to message others
- hijacking/cloning e-mail accounts
- making threatening, abusive, defamatory or humiliating remarks in on-line forums

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

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

## **Domestic abuse/violence**

Macclesfield College believes that all our students have the right to be safe at college and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We understand that the term domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them. Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

- have an ethos which puts children’s wellbeing at the heart of all that we do
- ensure that rules and expectations are clearly stated and understood by all
- understand that oppositional and manipulative behaviours are not attempts to ‘provoke us’, but may be attempts by these children to control their world when so much feels out of control for them
- model respectful and caring behaviour, positive conflict resolution and respectful interactions, helping children learn not only what not to do, but what to do instead
- use the language of choice, making clear the benefits and negative consequences of their choices ensuring that we follow through with any consequences or sanctions
- support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*)
- understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- create opportunities for children to feel successful. We let the child know that they matter, taking an active interest in them

- accept that they may not be willing or able to talk about it right away (if ever)
- provide effective, non-verbal, systems for children to access support
- provide reassurance that only people who need to know about the incident will know
- allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- have visible and accessible internal support systems /information regarding external sources of support e.g. Childline etc.
- provide opportunities to teach about and discuss healthy and unhealthy relationships

### Children, Young People and Domestic Abuse

#### **Emotional abuse**

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### **Honour Based Abuse including Breast ironing, FGM and Forced Marriage**

Staff are aware of "Honour-based' Abuse (HBA) which encompasses 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. All forms of so called HBA are abuse (regardless of the motivation) and staff will handle and escalate as such; they are alert to the possibility of a child being at risk of HBA, or already having suffered HBA." *Keeping Children Safe in Education 2021*"

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women As a college we would never attempt to intervene directly; where this is suspected we would speak to ChECS before sharing our concerns with the family.

### **Breast Ironing also known as Breast Flattening**

Staff have been made aware of an act of abuse performed on girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

### **Female Genital Mutilation (FGM)**

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

- is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it.
- is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

### **Indications that FGM may be about to take place:**

- when a female family elder is around, particularly when she is visiting from a country of origin.
- reference to FGM in conversation e.g. a girl may tell other children about it.
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- parents state that they or a relative will take the child out of the country for a prolonged period.
- a girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- a girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

### **Indications that FGM has taken place:**

- difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- unusual/a noticeable change in behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear
- prolonged absences/ persistent unexplained absence from school/college
- seek to be excused from physical exercise without the support of their GP
- child not allowed to attend extra-curricular activities
- close supervision of child by family/carers

Teachers in our college are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a **teacher**, in the course of their work in the profession,

discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police”.

Members of our college community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

### **Forced Marriage**

Staff are aware of Forced Marriage and that it is one entered into 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 into a marriage. Threats can be physical or emotional and psychological.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

### **Indications that a Child is at risk of Forced Marriage:**

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- appearing anxious, depressed and emotionally withdrawn with low self-esteem
- self-harming, self-cutting or anorexia
- criminal activity e.g. shoplifting or taking drugs or alcohol
- declining performance, aspirations or motivation
- not allowed to attend any extra-curricular or after school activities
- girls and young women may be accompanied to and from school/college
- attending school but absenting themselves from lessons
- stopping attendance at school/college
- a family history of older siblings leaving education early and marrying early

### **Modern Day Slavery including Trafficking**

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation

## Trafficked Children

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a college we are alert to the signs both for our children and for their families and are aware that this may be if they:

- show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- have a history with missing links and unexplained moves
- are required to earn a minimum amount of money every day
- work in various locations
- have limited freedom of movement
- appear to be missing for periods
- are known to beg for money
- are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- are one among a number of unrelated children found at one address
- have not been registered with or attended a GP practice
- are excessively afraid of being deported
- look malnourished or unkempt
- are withdrawn, anxious and unwilling to interact
- are under the control and influence of others
- live in cramped, dirty, overcrowded accommodation
- have no access or control of their passport or identity documents
- appear scared, avoid eye contact, and can be untrusting
- show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- physical symptoms (bruising indicating either physical or sexual assault)
- prevalence of a sexually transmitted infection or unwanted pregnancy
- reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- evidence of drug, alcohol or substance misuse
- being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- relationship with a significantly older partner
- accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for despite having not been at home
- having keys to premises other than those known about
- low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- truancy / disengagement with education

- entering or leaving vehicles driven by unknown adults
- going missing and being found in areas where the child has no known links
- possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

### **Neglect**

Staff are aware that neglect:

- is 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
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, 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 caregivers); or ensure access to appropriate **medical** care or treatment
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal
- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

We are also mindful of the effects of adolescent neglect as this is as damaging as other forms of maltreatment - increasing the risk of arrest, offending and violent crime in late adolescence, and the risk of arrest and drug use in early adulthood. If we suspect neglect, we will use the [CESCP Neglect Screening Tool](#)

### **Online Safety**

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)

- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

The college therefore seeks to provide information and awareness to staff, students and their parents through:

- acceptable use agreements for children, teachers, parents/carers and governors
- curriculum activities involving raising awareness around staying safe online
- information included in letters, newsletters, web site
- high profile events / campaigns e.g. Safer Internet Day
- building awareness around information that is held on relevant web sites and or publications
- social media policy

### **Cyber crime: Preventing young people from getting involved**

Children are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber crimes, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

### **Risks associated with Gaming**

Online gaming is an activity that the majority of children and many adults get involved in.

The school raise awareness by:

- talking to parents and carers about the games their children play and help them identify whether they are appropriate
- supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- talking to parents about setting boundaries and time limits when games are played
- highlighting relevant resources
- making our children aware of the dangers including of online grooming and how to keep themselves safe
- making our children aware of how to report concerns

### **Child on child abuse**

Children can abuse other children and **this is often referred to as child on child abuse**. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone 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 nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)

- ‘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.
- initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to **child on child** abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We ensure that we apply the same thresholds.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2022.

[Where sharing nudes or semi nudes \(youth produced sexual images\) are part of the abuse then the school follows the UK Council for Child Internet Safety \(UKCCIS\) Sharing nudes and semi-nudes: advice for education settings](#)

### **Physical abuse**

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Prevent, Radicalisation and Extremism**

Macclesfield College adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2021) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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.

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for Information technology, Special Educational Needs, attendance, assemblies, the use of college premises by external agencies, behaviour and anti-bullying and the RE and PSHE curriculum.

Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental British Values supports quality teaching and

learning, whilst making a positive contribution to the development of a fair, just and civil society.

All staff have received training about the Prevent Duty and tackling extremism.

Macclesfield College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

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).

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 are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff 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 Prevent referral.

In Cheshire East if we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would contact:

Cheshire East Consultation Service (ChECS): **0300 123 5012 (Option 3)**

**and** complete a [Prevent referral](#) on the [stopadultabuse.org.uk](http://stopadultabuse.org.uk) website.

#### **Where necessary individuals may be discussed at Channel:**

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2020.

#### **In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.**

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person.

They contact us afterwards to give us an update. Schools may be invited to attend the meeting.

### **Serious violence**

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, 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.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

### **Sharing Nudes and Semi-nudes**

This form of abuse also includes underwear shots, sexual poses and explicit text messaging.

While sharing nudes can take place in a consensual relationship between two children under the age of 18, the use of explicit images in revenge following a relationship breakdown is becoming more commonplace. Sharing nudes can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sharing nudes and semi-nudes is an issue that requires awareness raising across all ages.

The college use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the college for advice.

### **Sexual abuse**

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child 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
- It 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
- It can take place online, and technology can be used to facilitate offline abuse
- It 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 see [child-on-child](#).

### **Sexual violence and sexual harassment between children in schools and colleges**

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. 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 girls, children with SEND and LGBT children 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”, “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report 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.

### **Disclosure Handling**

Staff will be explicit at the beginning of a conversation with a student that confidentiality may not be possible. It will depend on the nature of the disclosure and its impact on the well-being and safety of the learner or other. The learner will be informed when information has to be passed on and will be encouraged to do this for themselves whenever this is possible. Please refer to the Child Protection reporting procedures.

### **Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

## **Additional forms of abuse relevant to Adults at Risk**

### **Financial Abuse**

Including theft, fraud, exploitation, the misuse of possessions or benefits and pressure applied in relation to financial transactions.

### **Discriminatory Abuse**

This includes discrimination on the basis of race, culture, language, religion, gender, age, sexuality or disability and includes hate crime incidents

### **Unlawful deprivation of liberty**

Restrictions or restraint can take away a person's freedom and so deprive them of their liberty. This may happen if restraint is used frequently or for extended periods, or a number of different restrictions are in place. There is no clear definition of when the use of restrictions and restraint crosses the line to depriving a person of their liberty.

### **Institutional**

Institutional abuse occurs when the systems, processes and/or management of these is failing to safeguard a number of adults leaving them at risk of, or causing them, harm.