



Safeguarding Policy

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1) Policy Statement

- a) Reigate College fully recognises its responsibility for child and vulnerable adult protection and promoting the welfare of young people and vulnerable adults.
- b) The College aims to create and maintain a safe environment for young people and similarly for students who are over eighteen, staff, volunteers, and visitors.
- c) The College is committed to working with all other agencies. We recognise our responsibility towards our students and other children in our care at College.
- d) This policy includes the relevant guidance of the Surrey Safeguarding Children Board.

2) Coverage

- a) The policy applies to all governors, staff, agency workers, contractors, visitors and volunteers working in the College.

3) Definitions

- a) For the purposes of the Safeguarding Policy:
 - i) A “child or young person” means any person under the age of 18 (i.e. those who have not yet reached their 18th birthday).
 - ii) An “adult at risk” means any person “who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation because of mental or other disability, age or illness.”
 - iii) “Staff” means all employees, full-time and fractional, and all agencies, franchise, contract and volunteer staff working for the College.

4) Aims of the Safeguarding Policy

- a) The aims of the policy are:
 - i) To promote an environment that is safe, where staff and students treat each other with mutual respect and develop good relationships built on trust.
 - ii) To raise the awareness of all staff of the need to safeguard young people and vulnerable adults and of their rights and responsibilities in identifying and reporting possible cases of abuse.
 - iii) To provide a systematic means of supporting young people and vulnerable adults known or thought to be at risk of harm.
 - iv) To ensure that relevant information about a young person or vulnerable adult at risk of harm is disseminated to appropriate staff within the College on a “need to know” basis.

- v) To develop a structured College procedure which will be followed by all members of the College staff in cases of suspected abuse.
- vi) To support the development of effective working relationships with other agencies, particularly the Police and Children's Services.
- vii) To ensure that all staff who have access to young people or adults at risk have been checked for their suitability.
- viii) To ensure that all relevant policies and procedures within the College are linked to, and comply with, the Reigate College Safeguarding Policy and Procedures.
- ix) To support young people and adults at risk development in ways that will foster security, confidence and independence and to promote this through the curriculum, Tutorial system, Student Union, Pastoral and Support systems.

5) Key Safeguarding Principles

- a) Reigate College is committed to follow the key safeguarding principles outlined by the Surrey Safeguarding Children Board and the guidance of the Department for Children, Schools and Families.
 - i) The needs of the young person are paramount and underpin all safeguarding work and resolve any conflict of interests.
 - ii) All young people have the right to be safeguarded from harm and exploitation.
 - iii) Colleges have a responsibility to provide a safe environment and minimise risks of harm to young people's welfare.
 - iv) Staff have a responsibility to identify young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and at College.
 - v) Responsibility for protection of young people must be shared because young people are safeguarded only when all relevant agencies and individuals accept responsibility and co-operate with one another.
 - vi) Statements about or allegations of abuse or neglect made by young people must be taken seriously.
- b) Reigate College is further committed to applying these child protection principles to vulnerable adults.

6) Responsibility for Child and Vulnerable Adult Protection

- a) A nominated governor will be responsible for the oversight of child and adults at risk adult protection policy and procedures.
- b) Designated Safeguarding Leads will take joint lead responsibility for child and adults at risk protection and receive appropriate training and support and adequate resources to carry out this role.

c) The College will in addition have a Safeguarding Team who will deputise for the Designated Senior Person and will also lead on the implementation of this policy in the areas of the College for which they have responsibility. The Safeguarding Team will include:

- i) The Associate Principal (Designated Senior Person)
- ii) Melanie Pearl & Susan Carnell (Designated Safeguarding Leads)

d) The Safeguarding Leads will ensure that any student currently with a safeguarding plan and/or is a Looked After Child who is absent in the educational setting without explanation for two days is referred to their key social worker's Social Care team.

e) All staff are expected to contact either one of the Designated Safeguarding Leads or one of the Safeguarding Team for advice, when necessary, or to make referrals.

7) Managing a disclosure

a) If a student makes a disclosure, you must follow the steps outlined below:

- i) Never promise confidentiality – it is not possible to guarantee to a student that a disclosure of abuse will be kept confidential. Inform the student that you are bound by law to report what they disclose to the College's designated person.
- ii) Listen and reassure – listen carefully to what the student is telling you. You are able to ask open questions such as "how did that happen?" or "what was happening at the time?"
- iii) Do not probe or make accusations – remember you are not there to investigate a disclosure. This could also compromise any further criminal investigation.
- iv) Make notes and record the disclosure – as soon as possible record the conversation with the student. Remember to use the student's own words as far as possible. Use the disclosure reporting/referral form which can be found in the Staff Shared Area.
- v) Refer the disclosure to a Safeguarding Lead who will consult the designated person(s). They will then make arrangements to see the student and organise further support as necessary and notify appropriate authorities.

b) Allegations against staff:

- i) If an allegation is made against any member of staff, the Principal should be informed immediately. The Principal will then discuss the content of the allegation with the local authority's Senior Advisor for Safeguarding Children in Education (LADO). If the allegation concerns the Principal, should be informed immediately and if the allegation concerns the Principal, the Chairman of the Reigate College Corporation should be informed immediately.
- ii) The College will follow the local authority's procedures for managing allegations against staff.

c) Whistleblowing:

i) The vast majority of people who work with children are well motivated and would never harm a child or young person. Unfortunately a few do and Reigate College offers a culture that makes all staff and volunteers willing and comfortable to voice their concerns.

ii) Students cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

iii) Reigate College also has a separate whistleblowing policy.

8) Staff Appointments, Governors and visitors

a) Reigate College will ensure that all College staff have been checked for their suitability before taking up their appointment.

b) All applicants will be scrutinised by:

i) Verifying identity and any academic or vocational qualifications.

ii) Obtaining professional and character references.

iii) Checking previous employment history.

iv) Holding face to face interviews.

v) Ensuring all successful applicants have an up to date DBS record.

vi) Ensuring at least one member of the recruitment panel and one member of the governing body have completed Safer Recruitment Training (to be renewed every 5 years).

Governors

Governors are considered to be “volunteers” and do not have regular unsupervised access to students. (For further guidance please refer to section 84 page 26 Keeping Children Safe in Education)

Visitors /volunteers/contractors/Guest Speakers

- Visitors and are required to sign in at Reception and wear a visitors badge and do not have unsupervised access to students on site.
- Volunteers who have regular unsupervised access to students would be considered as carrying out a regulated activity* (see footnote below) and would be required to have a DBS check.
- If contractors are carrying out regulated activity* (e.g. carrying out teaching or care/supervision) then appropriate DBS checks will be carried out.
- Guest Speakers will be treated as a visitor and not left unaccompanied with students at any time. A risk assessment will be carried out for centrally organised guest speakers and signed off by the relevant Senior Manager.

9) Work Experience

a) Reigate College will ensure that:

i) Appropriate health and safety checks are in place prior to establishing work experience placements.

ii) Employers are aware of their responsibilities in relation to safeguarding and the protection of children or vulnerable adults.

iii) Staff are aware of the action to be taken, and by whom, should a young person or vulnerable adult issue be raised before, during or after the placement.

iv) Enhanced DBS checks, as additional safeguards, will be made when there are certain risk factors present. The risk factors include:

- A young person or adult at risk is likely to be or will be alone with an adult as part of the work placement. (NB. This does not apply to short periods alone, for example, a solicitor taking a student to and from court in a properly insured car).

- A residential component.

- The student is vulnerable. The College will identify to the placement organiser any student who may be vulnerable, for example, because of special needs, immaturity, abuse or neglect, substance misuse, etc. and who may therefore require additional safeguards.

- Extended Work Placement (i.e. more than 10 days)

v) Reigate College will ensure that where young people or vulnerable adults are placed on a regular extended work placement, staff who are in close contact with them as supervisors or mentors in the workplace are police checked in the same way as all College staff.

10) Anti-Bullying

a) Our College policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

11) Racist Incidents

a) Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures. We keep a record of racist incidents.

12) Radicalisation

- a) Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. The Counter Terrorism and Security Act 2015 places a duty on Reigate College to have due regard for the need to prevent people from being drawn into terrorism. The College will work in partnership the other agencies to identify, refer and support any child who may lead to consideration under the Prevent Agenda. The College will keep records of any referrals made and outcomes. The College will keep record of checks made in external organisations that hire the premises or are invited into College. The College will provide inset on the Prevent Agenda for College staff & Governors. The profile of the Prevent Agenda will be raised with the student body in tutorial and through Equality and Diversity events.
- b) When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead at the College. (Annex C)

13) Children who run away or go missing from home, including 16, 17 year olds

If a young person “runs away/goes missing from home” The College will contact the carer/parents if appropriate and in some cases recommend that the Police are contacted. Where appropriate, Children’s Services will be notified through the Safeguarding referral process.

If a young person presents as homeless, the College will contact Surrey County Council Homeless Prevention Service to ensure the young person has suitable accommodation provided.

The College would also offer suitable support in order to encourage the Young Person to return home where appropriate.

If a young person is 18 or over, the College will work with the young person and appropriate agencies to support them.

14) Staff Training on Reigate College Procedures**a) Reigate College will ensure that:**

- i) The team responsible for Safeguarding will receive training in inter-agency procedures which gives them the knowledge and skills needed to fulfil their responsibilities and will undertake refresher training at two yearly intervals.
- ii) All new members of staff and governors will be made aware of the Reigate College Safeguarding Policy and procedures during their induction into the College.
- iii) All staff and governors will receive initial training on the College’s Safeguarding Policy and procedures and undertake suitable refresher training at 3 yearly intervals.
- vi) All members of staff are trained and received regular updates in e safety, radicalisation, reporting concerns and any other areas pertaining to changes in Safeguarding.

b) The initial training will ensure that all staff:

- i) Know who to contact if they have a concern that a young person or vulnerable adult is at risk of serious harm.
- ii) Know where to go for advice in relation to Safeguarding issues or when they are uncertain about whether to refer a concern about a child or vulnerable adult.
- iii) Know the College procedure for referrals on young person or vulnerable adult issues, including referrals to external agencies and partner organisations.
- iv) Understand that they have the right to contact the appropriate agencies if they feel that concerns are not being passed on appropriately by designated College staff.
- v) Are aware of the requirement to keep detailed, accurate, secure written records of any referrals or concerns.
- vi) Are able to recognise and respond to safeguarding and welfare concerns.
- vii) Understand their responsibilities in being alert to the signs of abuse.
- viii) Know how to respond to a student who discloses abuse or is at risk of self-injury.
- ix) Know the College's policy and procedures on Confidentiality and Disclosure in young person and vulnerable adult safeguarding cases.
- x) Understand that there is a need to take special care when working with young people with special needs or vulnerable adults and to be alert to signs of abuse as these members of the College may not be able to raise concerns themselves.
- xi) Are aware of appropriate approaches to confidentiality and disclosure of information.

c) Guidance on relationships with students

- i) Reigate College will:
 - (1) Provide staff with guidance on appropriate relationships with students (Annex B).
 - (2) Have procedures in place for dealing with allegations of abuse against members of staff and volunteers that comply with the agreed inter-agency procedures in Surrey.

14) Confidentiality, Reporting and Disclosure

- a) The College recognises the need to comply with relevant legislation and guidance in relation to data protection and confidentiality.

b) It is also recognised that, where there are concerns about abuse or safeguarding, data sharing with appropriate agencies may be necessary even when it is contrary to the wishes of an individual.

c) The following issues will inform decisions about sharing data:

i) Reigate College will ensure that as part of the safeguarding training for staff, the issue of confidentiality is clarified so that staff knows they cannot promise confidentiality in all cases as they may have to pass on information to other professionals to keep the young person or vulnerable adult safe.

ii) The principle of “proportionality” applies to sharing confidential information, i.e. when disclosing information without consent the member of staff limits the extent of the disclosure to that which is absolutely necessary to protect the young person or vulnerable adult.

iii) Reigate College recognises that young people aged 16 or 17 will have the understanding to make decisions about their own lives and their views and wishes will be respected unless they are deemed to be at risk of harm which is a serious threat to their personal safety or they are the victim of a crime.

iv) Young people under 16 may be sufficiently mature to understand and consent to the disclosure of information. The young person’s ability to make such decisions should be assessed on a case-by-case basis.

v) Referrals to other agencies such as Children’s Social Care should be made with the young person’s agreement where practicable. However, it may not be practicable to seek their agreement where, for example, seeking permission might place them or another person at risk of serious harm or where they are not mentally competent to give their agreement. There may also be cases where the young person’s agreement is sought but they refuse to give that agreement.

vi) Disclosure of information can take place without consent in cases where this is justifiable in the overriding public interest – e.g. to protect the young person from significant harm.

vii) In the context of safeguarding the welfare of the young person outweighs the family's right to privacy.

viii) Vulnerable adults may choose to remain at risk in dangerous situations. Professional staff may find they have no statutory powers in cases where the adult is judged to have sufficient capacity to make his or her own choices and refuses the help which staff feel is needed and where public interest considerations do not apply.

ix) In these cases, where a member of the College staff considers that the decisions of the vulnerable adult should be respected they must immediately seek advice from the Associate Principal.

x) Decisions about the capacity and the ability of the vulnerable adult to give informed consent are a matter of medical judgement and multi-disciplinary assessment. There should be no abandonment of the duty to care under the guise of “choice”.

d) Reporting

i) The College will routinely report to the LADO (Local authority designated officer) in any case involving concerns of malpractice, abuse or poor professional practice by:

- (1) A local authority or
- (2) A College employee or
- (3) A volunteer or
- (4) A paid or unpaid carer, relative or friend or
- (5) An employee of a private care agency, or
- (6) An employee of another organisation providing care to the vulnerable adult.

15) Record Keeping

a) An accurate record should be made whenever there is a concern about a child or adult at risk in terms of risk of harm or safeguarding.

b) The record (page 14 or on Staff Shared Area) should include:

- i) Appropriate personal details of the child or vulnerable adult.
- ii) The nature of the concern.
- iii) The source(s) of information about the concern.
- iv) Any advice given.
- v) Whether confidentiality has been discussed with the child or vulnerable adult.
- vi) Names of staff with whom discussed.
- vii) Details of action taken or any referral to an external agency.
- viii) Date and signature of the person making the record.

16) Raising awareness of child protection issues

a) All parents/carers of students under eighteen have access to information regarding the responsibilities of staff members with regard to safeguarding procedures, which can be found on the College web site.

b) All students will be supported to understand safeguarding issues through:

- i) A tutorial programme that will support young people and vulnerable adult's development in ways that will foster security, confidence and independence.
- ii) The creation of a climate in which responsible behaviour is encouraged and where students feel safe to ask for help if threatened or at risk of abuse.
- iii) The promotion of a healthy lifestyle that includes consideration of diet, sexual relationships, alcohol and drug abuse.

17) Monitoring and Review of the Policy

a) Reigate College will review its policies and procedures to ensure that they comply with the relevant legislation and the agreed procedures in Surrey. The Safeguarding Policy will be reviewed annually and updated to remedy any deficiencies or weakness in regard to young person and vulnerable adult safeguarding arrangements that are identified without delay.

Annex A**Types of abuse and neglect**

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

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

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

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

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

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

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

Further information on Child Sexual Exploitation and Female Genital Mutilation

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

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

or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Guidance on Relationships with Students**Annex B**

Please also see the Reigate College Social Media Policy for Staff.

1. The vast majority of staff who work with young people and vulnerable adults in educational settings act professionally and seek to provide a safe and supportive environment for students. It is recognised that achieving this aim is not always straightforward. Much relies on student and staff interactions where tensions and misunderstandings can occur. It is here that staff behaviours can give rise to allegations being made against them. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

2. This guidance should not be interpreted to mean that, in order to avoid misplaced allegations, all forms of physical or close contact with students should be avoided. There will be occasions where physical contact is appropriate, e.g. in situations where a degree of physical intervention is required. The guidance is concerned with avoiding sexual activity in a relationship of trust and other contact which may be inappropriate.

Relationships of Trust

3. A relationship of trust exists where a teacher, member of staff or volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken. Those in a position of trust must carry the responsibility of ensuring that they do not abuse their position or put themselves in a position where allegations of abuse of trust, whether justified or unfounded, could be made.

4. It is important to recognise that a variety of circumstances can arise, including a sexual relationship at one end of the scale, through close friendships, to, at the other end of the scale, an innocent situation which has been entirely misconstrued. Staff and volunteers should take steps to minimise the risk of circumstances being misconstrued or misunderstood and relationships with language and conduct which could give rise to comment and speculation.

5. All staff should clearly understand the need to maintain appropriate boundaries in their dealings with students. Intimate or sexual relationships between staff and students will be regarded as a grave breach of trust. Where a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship will be intrinsically unequal within a relationship of trust and is therefore unacceptable. Abuse of trust involving sexual activity with a young person under 18 or a vulnerable adult who is a student at the College may be a criminal offence under the Sexual Offences Act 2003. It is also inappropriate since the professional relationship of trust would be altered.

6. From time to time staff may encounter students who display attention-seeking behaviour, profess to be attracted to them or begin to develop a relationship of emotional dependency.

Particular care should be exercised if the student is vulnerable. Staff should aim to deal with those situations sensitively and appropriately, but ensure that their behaviour cannot be misinterpreted. The member of staff or volunteer should inform a member of the Child Protection team or their line manager if they have any concerns or if there is a concern that a young person is becoming attracted to him or her, or that there is a developing attachment or dependency. If a member of staff or volunteer is concerned that s/he might be developing a relationship with a young person which could have the potential to represent an abuse of trust, the first advice must be to ensure that the relationship does not develop further. Arrangements should be made by the line manager to minimise direct contact between the student and member of staff or volunteer and to prevent all contact if possible. Where contact must take place another member of staff should be present at all times.

7. Staff should be aware that private meetings with individual students might give rise to concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another student should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

8. Students should not be asked or encouraged to visit the home of a member of staff or socialise informally outside College. These contacts or visits can place staff in a vulnerable position and can in some case lead to allegations being made against staff. Private or additional tuition for students should be conducted on College premises or, if at the young person's home, in the presence of a parent. Meetings away from the College premises or arrangements for private tuition in a student's home should only be arranged with the specified approval of the Principal. Staff should adhere to the guidance regarding outside commitments in the Staff Code of Conduct.

9. The following are examples of actions, albeit not overtly abusive, that could be interpreted as a member of staff 'grooming' a student or allowing a dependent relationship to begin or continue:

- Inviting students to their home
- Visit students at their home
- Giving students gifts
- Offering students lifts outside normal duties
- Singling individual students out for special attention
- Seeing students socially
- Giving students their mobile or home telephone number, private email address, Facebook or social networking sites (See Staff Social Media Policy)

The frequency, nature and degree of such behaviour may justify the need for further investigation.

Physical Contact

10. Physical contact may be misconstrued by a student, parent or observer. Touching students, including well-intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised, particularly if this occurs when a

member of staff is alone with a student. As a general principle, staff must not make gratuitous physical contact with their students. It is particularly unwise to attribute touching to their teaching style or as a way of relating to students. Teachers and other staff do however have the right to use reasonable physical intervention to restrain students in certain circumstances. Staff should be aware of the DFE guidance on use of reasonable force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools-2013>

11. There may also be occasions where a distressed student needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same student over a period of time. Where a member of staff has particular concern about the need to provide this type of care and reassurance they should seek the advice of the Associate Principal (Pastoral).

12. Some staff are also likely to come into physical contact with students from time to time in the course of their duties. Examples of this could include sports coaching which may involve non-sexual physical contact. Contact of this type should not take place when a member of staff is alone with a student.

Guidance on radicalisation**Annex C****13. Radicalisation**

Reigate College values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Reigate College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Reigate College seeks to protect children and young people against the messages of all violent extremism.

14. Risk Reduction

The College governors, Principal and the Designated Safeguarding Lead will assess the level of risk within the College and put actions in place to reduce that risk.

15. Response

Our College, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: This is the Designated Safeguarding Lead and the Safeguarding Leads in the College.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead or a Safeguarding Lead in the College.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

16. Fundamental British Values

Opportunities are provided in the College Tutorial Programme, Community Events, and the curriculum to enable pupils to participate in and/or discuss issues of religion, ethnicity and culture which promote Fundamental British Values.

Managing disclosures

If you have concerns about the safety and welfare of a Students please contact:

Melanie Pearl – melanie.pearl@reigate.ac.uk – Ext 547 Room V01

Susan Carnell – susan.carnell@reigate.ac.uk - Ext 554 Room P103

Sally Hopper – Sally.hopper@reigate.ac.uk – Ext 444 Room L01

Sam Davey - sam.davey@reigate.ac.uk

If you have concerns about a member of staff or volunteer please contact:

The Principal – nick.clark@reigate.ac.uk

or

Pat Frankland - Safeguarding Governor –
patrica.frankland@reigate.ac.uk

Don't think what if I am wrong; think what if I am right.

**REIGATE COLLEGE
CHILD PROTECTION DISCLOSURE/REFERRAL FORM - CONFIDENTIAL**

Please note - any handwritten notes taken should be retained to go with this form. Please fill this form in conjunction with a Safeguarding officer. When complete please give to the Designated safeguarding lead.

Name of student: _____ Gender: M / F

Address: _____ Date of birth:
 __/__/____

_____ Post Code:

Does student have any siblings? Y / N If so, what ages:

Type of disclosure: Self / Third party / Observation

Details of disclosure/Nature of concern:

Details of any action taken (including any advice given:

Any Additional points of relevance:

Member of staff recording this incident: _____ Date: _____

Please pass the completed form to a member of the Child Protection Team immediately.

PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A STUDENT	
*It is not advisable to try and complete this record at the time! The important thing is to listen actively and carefully and reassure the child or vulnerable adult!	
Name of person making the "disclosure".	
Position/relationship with child.	
Name and dob of student(s) that the "disclosure" relates to.	
How did the "disclosure" come about, i.e. when and where?	
Who was present when the disclosure was made?	
Summary of information disclosed	
1. WHO is said to be involved?	
2. WHAT is said to have happened/be happening?	
3. WHERE is this said to have happened/be happening?	
4. WHEN is this said to have happened/be happening i.e. duration, most	

recent occasion etc?	
5. WHO else may have witnessed what happened?	
6. HOW and where is the student now?	

CONTINUATION SHEET ATTACHED: Yes/No

Note:

- Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible!
- If you have used quotes please ensure that they are accurate
- Make a note of any open questions asked or minimal prompts used
- Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court

PART 3: FOR USE BY CPO	

<p>Time and date information received by CPO and from whom</p>	
<p>Any advice sought by CPO (name, time, date, detail).</p>	
<p>Action taken, i.e. referral to internal support and outside agencies</p> <p><i>Note time, dates, names, who information shared with and when, etc.</i></p>	

<p>Parents informed Y/N and reason(s)</p>	
<p>CONTINUATION SHEET Yes/No</p>	
<p>PART 4: FOR USE BY CPO (and/or feedback sheet to staff)</p>	
<p>Outcome:</p> <p>Record here the names of any individuals/agencies who have given you information regarding the outcome of any referral.</p>	

Where can additional information be found	
Signed:	
Designation:	
Date:	