reigate•college

Safeguarding & Child Protection Policy

January 2021

Review: July 2022

1.0 Introduction

This document is based on guidance from KCSIE 2021 and Working Together to Safeguard Children 2018.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide an environment in which children and adults feel safe, secure, valued, and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our College. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

1.1 Key Personnel

Designated Safeguarding Lead (DSL) is: Sam Davey
Contact details:
sam.davey@reigate.ac.uk
Room V14
Ext 548

Deputy DSLs are: Melanie Pearl, Jo Driscoll & Susan Carnell
Contact details:
melanie.pearl@reigate.ac.uk
Room V01
Ext 547

Joanna.driscoll@reigate.ac.uk
Room V02
Ext 675

susan.carnell@reigate.ac.uk
Room P103
Ext 554

Student Services Manager
Contact details:
sally-ann.hopper@reigate.ac.uk
Room L01
Ext 444

The nominated Child Protection Governor is: Patricia Frankland

The Principal is: Nick Clark
Contact details:
nick.clark@reigate.ac.uk

The Chair of The Trust is: Michael Jones

1.2 Terminology

Safeguarding and promoting the welfare of children is defined as:
- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes
- Preventing impairment of children's mental or physical health or development.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early Help means the providing support as soon as additional needs and support emerge at any point in a child's life.

Staff refers to all those working for or on behalf of the College, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to students of our college; however the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

CSPA refers to the Surrey Children's Single point of Access

1.3 Policy

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015.

The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2021 (KCSIE 2021), and Surrey Safeguarding Children Board (SSCB) Procedures.

The Trust/LGB takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our college to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

This Policy applies to all members of staff and governors in the College.

1.4 Guidance and documents referred to in this Policy

- [Surrey Safeguarding Children Board protocols, guidance and procedures](#)

- [Working Together to Safeguard Children 2018](#)

- [Keeping Children Safe in Education 2021](#)
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- [Disqualification under the Childcare Act 2006 - GOV.UK (www.gov.uk)](#)
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- [FGM Act 2003 Mandatory Reporting Guidance 2016](#)

- ['What to do if you are worried a child is being abused' 2015](#)

- [Teachers' Standards (publishing.service.gov.uk)](#)

- [Information sharing: advice for practitioners (publishing.service.gov.uk)](#)

- [Children missing education - GOV.UK (www.gov.uk)](#)

1.5 Policy Principles & Values

The principles and values of this policy are:
-The welfare of the child is paramount.
-Maintain an attitude of "it could happen here".
-Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
-All children have a right to be protected from harm and abuse.
-All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the college or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.
-We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
-Whilst the College will work openly with parents as far as possible, it reserves the right to contact Social Care or the Police, without notifying parents, if this is believed to be in the child's best interests.

1.6 Policy Aims

Aims include:
- To demonstrate the College's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To enable the College to effectively contribute to Early Help, assessments of need and support for those children.
- To provide robust College systems and procedures that is followed by all members of the college community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health Care and Social Care.
- To ensure that all staff working within our College who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE 2021 guidance), and a single central record is kept for audit.

1.7 Supporting Children

We recognise that the College may provide a safe place and might be the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our College will support all children:
- We will promote a caring, safe and positive environment within the College.
- We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the College community.
- We will ensure children are taught to understand and manage risk through the Tutorial programme and through all aspects of College life. This includes online safety.
- We will offer details of helplines, counselling or other avenues of external support.
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- We will notify Social Care immediately if there is a significant concern.
- We will provide continuing support to a child about whom there have been concerns who leaves the College by ensuring that information is shared under confidential cover to the child's new setting and ensure the College medical records are forwarded as a matter of priority and within statutory timescales.

2.0 Prevention / Protection

We recognise that the College plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The College will:
- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activities, learner voice/consultations.
- Ensure that all children know there is and can access an adult in the College whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including within the tutorial programme, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work and online-safety.
- Ensure all staff are aware of College guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

2.1 Safe College, Safe Staff

We will ensure that:
- The College operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children.
- All staff receive information about the College's safeguarding arrangements, the College's Safeguarding Statement, Staff Behaviour Policy (Code of Conduct), Safeguarding Policy, the role and names of the Designated Safeguarding Lead and their Deputies, and Keeping Children Safe in Education part 1 and annex A.

All staff receive safeguarding and child protection training at induction, in line with advice from Surrey Safeguarding Children's Board, which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins, safeguarding noticeboard and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns.

All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The Safeguarding Policy is made available via the College website and that parents/carers are made aware of this policy.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the College's handbook.

We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.

Our lettings policy will seek to ensure the suitability of adults working with children on College sites at any time.

Community users organising activities for children are aware of the College's Child Protection Policy, guidelines and procedures.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the College with a statement explaining the College's role in referring and monitoring cases of suspected harm and abuse.

All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2021 and will sign to say they have read and understood it. This applies to members of The Trust/LGB in relation to part 2 of the same guidance.

2.2 Roles and Responsibilities

All College staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the College who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused'
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the CSPA, and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Surrey Safeguarding Children's Board and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Will identify children who may benefit from early help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the Colleges pastoral support process or an early help assessment). In some circumstances it may be appropriate for a member of College staff to act as the Lead Professional in early help cases.
- Liaise with other agencies that support pupils and provide early help.
- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, the College's Safeguarding Policy, Behaviour Policy and Staff Code of Conduct.
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Trust/LGB and Principal in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

2.3 The Principal

In addition to the role and responsibilities of all staff the Principal will ensure that:

- The College fully contributes to inter-agency working in line with Working Together to Safeguard Children 2021 guidance.
- The Safeguarding Policy and procedures are implemented and followed by all staff.
- All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice

and support to College staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.

- Provide opportunities for a co-ordinated offer of early help when additional needs of children are identified
- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- With the designated safeguarding lead ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children Board (SSCB) and Surrey County Council (SCC).
- Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

2.4 The Designated Safeguarding Lead:

In addition to the role and responsibilities of all staff the DSL will:
- Hold the lead responsibility for safeguarding and child protection (including online safety) in the College. This responsibility is not able to be delegated.
- Will have an "it could happen here" approach to safeguarding.
- Will liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.
- Will manage and submit a referral for a child, if there are concerns about suspected harm or abuse, to the Surrey Multi-Agency Safeguarding Hub (CSPA), and act as a point of contact and support for College staff. -Will refer cases to the Channel programme where there is a radicalisation concern via the CSPA and act as a point of contact and support for staff to discuss concerns.
- Will refer cases where a crime may have been committed to the Police as required.
- Will liaise with the "case manager" and Local Authority "Designated Officer" for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Will follow DfE and KCSIE 2021 guidance 'Peer on Peer Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the College.
- Be available during term time (during College hours) for staff in College to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the College leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole College community.
- Will encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.

- Will access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Will have a secure working knowledge of SSCB procedures and understands the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- Will have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.
- Will understand and support the College delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Will liaise with College staff (especially pastoral support, behaviour leads and the SENCO) on matters of safety and safeguarding.
- Will be alert to the specific needs of children, including those who are in need, those with SEND and young carers.
- Will understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at College; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Will keep detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken.
- Will ensure that an indication of the existence of the additional child protection file is marked on the pupil college file record.
- Will ensure that when a pupil transfer's College, their child protection file is passed to the new College as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.
- Will ensure that where a pupil transfers College and is on a child protection plan or is a child looked after, their information is passed to the new College immediately and that the child's social worker is informed. In addition consideration should be given to a multi-agency College's transition meeting if the case is complex or on-going.
- Will ensure that a copy of the Child Protection file is retained until such a time that the new College acknowledges receipt of the original file. The copy should then be securely destroyed.
- Will ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Will report to the Principal any significant issues.
- Will ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Will ensure that all staff sign to say they have read, understood and agree to work within the College's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSIE 2021) Part 1 and annex A and ensure that the policies are used effectively.
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all college staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the College leadership and members of The Trust/LGB, the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the College in this.

- Will contribute to and provide, with the Principal and Chair of The Trust/LGB, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Surrey County Council, Education Safeguarding Team.
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the College.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2021.

2.5 The Deputy Designated Safeguarding Lead(s):

In addition to the role and responsibilities of all staff the Deputy DSL will:
- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

2.6 All members of The Governing Body understand and fulfil their responsibilities to ensure that:

- The College has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education. Ensure policies are consistent with Surrey Safeguarding Children's Board (SSCB) and statutory requirements, are reviewed annually and that the Child Protection policy is available on the college website.

- The SSCB is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.

- That the College operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.

- That at least one member of The Trust/DGB has completed safer recruitment training to be repeated every five years.

- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2021) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

- That all staff including temporary staff and volunteers are provided with the College's child protection policy and staff behaviour policy.

- That the College has procedures for dealing with allegations of abuse against staff (including the Principal), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

- That a nominated member of The Trust/LGB for safeguarding is identified.

- That a member of the senior leadership team has been appointed by The Trust/LGB as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.

- That on appointment, the DSL and deputies undertake interagency training (SSCB Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years.

- That children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationship and sex education (RSE).

- That appropriate online filtering and monitoring systems are in place.

- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the College) are in place for all members of The Trust/LGB.

- That any weaknesses in Safeguarding are remedied immediately.

2.7 Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared with staff within the College who 'need to know'.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Principal or DSLs will only disclose information about a child to other members of staff on a need to know basis.

All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

3.0 Child Protection Procedures

The following procedures apply to all staff working in the College and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that those with students with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern.

2. Report it to the DSL immediately.

3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations
- Dates and times of any discussions in which they were involved.
- Any injuries
- Explanations given by the child / adult
- Rationale for decision making and action taken
- Any actual words or phrases used by the child

5. The records must be signed and dated by the author or / equivalent on electronic based records. **Staff should record the concern on the safeguarding ILP Tab. If written notes are taken, these should be passed to the DSL.**

6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to CSPA (and the Police if appropriate) if there is the potential for immediate significant harm.

Following a report of concerns the DSL/DDSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the CSPA and the police if it is appropriate.

2. Normally the College should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the CSPA. However, this should only be done when it will not place the child at increased risk or could impact a Police investigation. The child's views should also be taken into account.

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL/DDSL must contact the CSPA by completing a sending . Surrey Childrens Services Request for Support Form The DSL must also notify CSPA of the occurrence and what action has been taken.

4. If the DSL/DDSL feels unsure about whether a referral is necessary they can phone the CSPA to discuss concerns.

5. If there is not a risk of significant harm, the DSL/DDSL will either actively monitor the situation or consider the Early Help.

6. Where there are doubts or reservations about involving the child's family, the DSL/DDSL should clarify with the CSPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

7. When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the CSPA. The DSL/DDSL should seek advice about what action the CSPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the Police. The DSL should also be made aware.

3.1 All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the CSPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the College premises at the time and have concerns about sending a child home.

3.2 Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable

- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticize the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the CSPA or Police, as appropriate directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible, preferably on the student Safeguarding ILP Tab.
- Keep your original notes on file – pass them to a member of the Safeguarding Team
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

3.3 What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information they should seek it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Principal or Safeguarding Governor of the College and/or may contact the CSPA.

Receiving a disclosure can be upsetting for the member of staff and the College can support staff in this instance. Staff should talk to Personnel or their line Manager if required.

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

4.0 Allegations against adults who work with children (Procedure)

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a College, or another adult who works with children has:
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal immediately.

- If an allegation is made against the Principal, the concerns need to be raised with the Chair of The Trust as soon as possible. If the Chair of Trust is not available, then the LADO should be contacted directly.

- There may be situations when the Principal or Chair of The Trust/LGB will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

- Once an allegation has been received by the Principal or Chair of The Trust they will call the LADO

- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the College will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the Police.

5.0 What is child abuse?

The following definitions are taken from W*orking Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation.

5.1 What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

5.2 Physical abuse

Physical abuse 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.

5.3 Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

5.4 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 online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

5.5 Neglect

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.

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)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

6.0 Indicators of abuse

Neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:
- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:
- frequently going hungry
- frequently having to go to college in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns college staff should be discussed with the DSL.

6.1 Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The Neglect Risk Assessment Tool provides staff with a resource to identify and act on concerns regarding neglect.

Physical indicators of neglect
- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated.

Behavioural indicators of neglect
- Constant tiredness
- Frequent absence from college or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies.

6.2 Emotional abuse

The nature of emotional abuse:
Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

6.3 Indicators of emotional abuse

Developmental issues
- Delays in physical, mental and emotional development
- Poor college performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at college, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

6.4 Physical abuse

The nature of physical abuse:
Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g. knees, shins.

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the College.

6.5 Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the context of the College, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

6.6 Sexual Abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in college, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse.

Characteristics of child sexual abuse:
- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

6.7 Indicators of sexual abuse

Physical observations:
- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity

- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at college, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

7.0 Sexual violence and sexual harassment between children

Peer on Peer Abuse – Policy Framework

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 education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and college and college staff are supported and protected as appropriate.

7.1 Policy

We believe that all children have a right to attend college and learn in a safe environment. Children should be free from harm by adults and other children in college.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSIE 2021 (2021)

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

7.2 Prevention
We will minimise the risk of peer on peer abuse by:

- Taking a whole College approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the College's Student Code of Conduct and pastoral support; and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

7.3 Responding to reports of sexual violence and sexual harassment
Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for colleges (DfE 2018) guidance.
Staff taking the report will inform the DSL or the Deputy DSL immediately.
Staff taking a report will never promise confidentiality.
Parents or carers should usually be informed (unless this would put the child at greater risk).
If a child is at risk of harm, is in immediate danger, or has been harmed, a referral (MARF) will be made to the CSPA.

7.4 Risk Assessment:-
Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;
- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the College.
- The victim and the alleged perpetrator sharing classes and space at College.

The risk assessment will be recorded and kept under review.
Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the College's approach to supporting and protecting pupils.

Action: The DSL will consider:
- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options: The DSL decision making regarding the issue with the following possible options:
- Manage internally
- Early Help intervention
- Refer to CSPA
- Report to the police (generally in parallel with a referral to CSPA)

7.5 Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on College premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the College will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same College would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the College will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the alleged perpetrator is going to remain at the College, the Principal should continue keeping the victim and alleged perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on College premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.

The College will take any disciplinary action against the alleged perpetrator in accordance with the College behaviour policy.

The College recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

7.6 Physical Abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.
These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.
The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

7.7 Peer on Peer Abuse
Reigate College recognises that during the closure a revised process may be required for managing any report of peer on peer abuse and supporting victims**.** Where the College receives a report of peer on peer abuse, we will follow the principles outlined within the Safeguarding Policy. The College will listen and work with the young person, parents/guardians/carers and any multi- agency partner required, to ensure the safety and security of that young person.

If students (or parents/guardians) have any concerns regarding peer on peer abuse, they should email their Tutor, Senior Tutor or direct to the safeguarding team. Concerns and actions must be recorded on CID and appropriate referrals made.
Sources of support for this beyond the College are:
www.childline.org.uk
https://reportharmfulcontent.com/

References:
Keeping Children Safe in Education 2021
DfE Sexual Violence and Sexual Harassment between Children in Colleges and Colleges May 2018

7.8 Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Any incidents related to this will be actioned in accordance with this policy. The College's Disciplinary procedures will also be applied.

8.0 Harmful Sexual Behaviour

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:
- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour

- By categorising sexual behaviours, college can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The College recognise that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

9.0 Anti-Bullying/Cyberbullying

Our College policy on anti-bullying & anti-harrassment is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

We keep a record of known bullying incidents which is shared with, and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Principal and the DSL will also consider child protection procedures.

The College Tutorial programme regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

9.1 Online Safety

The College has a Social Media Policy, Acceptable Use of It Policy and a Mobile Phone Policy which explains how we try to keep pupils safe in College and how we respond to online safety incidents.

Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, snapchat and voodoo and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorder Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The College online safety co-ordinator is the DSL - Sam Davey.

9.2 Racist Incidents

Our policy on racist incidents is set out in our Single Equality Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. A record of racist incidents will be kept.

10.0 Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.
www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales (2021)
Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths

and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

The College is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for colleges and childcare providers on preventing children and young people from being drawn into terrorism.

The College seeks to protect children and young people against the messages of all violent extremism 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.

College staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum and in the Tutorial Programme to enable pupils to discuss issues of religion, ethnicity and culture and the college follows the [DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Colleges (2014).](link)

The College's members of The Trust, the Principal and the Designated Safeguarding Lead (DSL) will assess the level of risk within the College and put actions in place to reduce that risk. Risk assessment may include, the use of College by external agencies, anti-bullying policy and other issues specific to the College's profile, community and philosophy.

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 DSL. They should then follow the safeguarding procedures and refer cases to the CSPA. If the matter is urgent then Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the Surrey Police Prevent Coordinator.

10.1 Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that college staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:
- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:
- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

11.0 Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism,

threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

The College is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Colleges; where every morning of each College day, our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at Reigate College (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

12.0 Child Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE. Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The College is aware there is a clear link between regular non-attendance at College and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at College and make reasonable enquiries with the child and parents to assess this risk.

The DSL will complete the Surrey Safeguarding Children's Board CSE Screening Tool alongside staff who know the child well on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identifies any level of concern (green, amber or red) the DSL should contact the CSPA and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

The College is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The College includes the risks of sexual exploitation in the PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially

be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

13.0 Child Criminal Exploitation & Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The college is aware there is a clear link between regular non-attendance at college and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at college and make reasonable enquiries with the child and parents to assess this risk.

A referral to the CSPA will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the CSPA. If there is concern about a child's immediate safety, the Police will be contacted on 999.

14.0 Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Youth produced sexual imagery refers to both images and videos where:
- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate college staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the CSPA or the Police as appropriate.
Immediate referral at the initial review stage should be made to Children's Social Care/Police if:
- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Principal, to respond to the incident without referral to the CSPA or the Police.

During the decision making the DSL will consider if:
- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the CSPA or the Police.

The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

15.0 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons in College who is employed or engaged to carry out 'teaching work' in the College, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.

College staff are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the College's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and practicing community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

16.0 Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

College staff should never attempt to intervene directly as a college or through a third party. Contact should be made with the CSPA and/or the Forced Marriage Unit 200 7008 0151.

17.0 Honour-based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:
- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

18.0 Mental Health & Wellbeing
The College is aware that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers are aware of this in setting expectations of pupils' work where they are at home. Wellbeing information is provided to students regularly and normal reporting of pastoral concerns will be done on CID or via email to the relevant pastoral member of staff.

Students can also access information about Health & Wellbeing, and also external support on the Reigate College Moodle.

19.0 One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The College are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

20.0 Children Looked After

The most common reason for children becoming looked after is as a result of abuse and neglect.

The College ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher and governor for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The designated teacher for children looked after and the DSL have details of the child's social worker and the name and contact details of the Surrey County Council's Head of Virtual College.

The designated teacher for children looked after and children previously looked after will work in partnership with the Virtual College Assistant Principal to discuss how Pupil Premium Plus funding can be best used to support the progress of children looked after in the College and meet the needs of the children within their personal education plan.

21.0 College Attendance and Behaviour

Additional policies and procedures are in place regarding College attendance and behaviour.

The College recognises that absence from College and exclusion from College may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of College staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

22.0 Students who are absent from College for a Period of Time

If a young person or vulnerable adult has not been in direct contact with the College for a period of time which might raise a concern, this information will be passed onto relevant authorities.

23.0 Staff Appointments

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

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).

23.1 Governors

Governors are considered to be "volunteers" and do not have regular unsupervised access to students.

24.0 Visitors /volunteers & 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 will not be left unaccompanied with students at any time. Where this might be required, and a volunteer would have regular unsupervised access to students, they will be subject to the appropriate level of DBS checks. They will need to sign in at Reception and obtain a visitors badge.

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.

24.1 Contractors

Wherever possible, contractors are required to carry out frequent or intensive work outside College hours, such as weekends or during the College holidays. A list of regular contractors visiting the site during College hours is maintained by the Estates Administrative Assistant. In cases where contractors' staff are on the site more than once a week or 4 or more days in any 30 day period during term time hours, contractors have been asked to provide the names of their staff together with written confirmation that all staff supplied will have enhanced DBS clearance. Where contractors' staff have not had enhanced DBS clearance, arrangements are put in place for supervision by members of the College Estates team, reporting to the Director of Estates & IT.

Other contractors visiting the site on an ad hoc basis (e.g. IT cabling/photocopying engineers) will be required to carry out work outside College hours whenever possible. Where this is not possible, the contractors will be supervised while they are on site by a member of the relevant department.

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. Schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances.

The College will always check the identity of contractors and their staff on arrival.

25.0 Work Experience

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) Reigate College staff and employers are aware of the action to be taken, and by whom, should a young person or vulnerable adult raise a safeguarding concern before, during or after the placement.
>   iv) 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.

- A residential component.
- The young person on a placement being a vulnerable student
- 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.
vi) When appropriate Reigate College will liaise with the placement organiser and student about any particular needs a student may have which would require additional safeguards to be in place.

26.0 After College Activities

For activities in the Sports Centre that commence after 16.15 (the College day finish time), if there is a Safeguarding concern, the student should be taken by an instructor to the Sports Centre Manager. This member of staff should determine the level of risk. If urgent (student is at risk of significant harm) the staff member should contact the Police and/or the Designated Safeguard Lead.

If the level of risk is not deemed urgent, the staff member should email safeguarding@reigate.ac.uk

Please note that the sports centre is open to the public after 17.30 (Monday – Thursday). Students are encouraged not to be on site after this time.

27.0 Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in "Positive Options" techniques.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries. When applying disciplinary measures such as physical intervention or isolation for children with SEND the college will consider the risks, given the additional vulnerabilities of these children.

28.0 Whistle-blowing

We recognise that children 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 management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the college's safeguarding arrangements. If it becomes necessary to consult outside the College, they should speak in the first instance, to the Area Colleges Officer or LADO in accordance with the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their college.

Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistle-blowing regarding the Principal should be made to the Chair of the Trust/LGB whose contact details are available to staff.

27.0 Links with other College policies/procedures:

- Administration of medicines
- Anti-Bullying & Anti-Harassment
- Attendance Policy
- E-Safety, including staff use of mobile phones
- Health & Safety
- Learning Support Policy
- Parental Complaints
- Recruitment and Selection
- Risk Assessment
- Single Equality Policy
- Social Media Policy
- Staff Behaviour Policy / Code of Conduct
- Student Code of Conduct
- Teaching and Learning
- Tutorial Programme
- Whistleblowing
- Work Performance Policy

ANNEX 1
Safeguarding Policy Update (Whilst Working Remotely)

Whilst Reigate College staff are working remotely, it remains essential that as far as possible Reigate College continues to be a safe place for our students. Therefore the Safeguarding Policy, as published on the College website, still applies. Nevertheless, the following points need to be highlighted in the current climate.

Vulnerable Students
Designated staff are in regular contact with our most vulnerable students. A designated member of staff is in regular contact with the social workers assigned to these students (where applicable).

Attendance

Normal registers will be taken. Where electronic registers cannot be taken, paper copies will be kept. Following guidance from the Department for Education, the College will complete a daily online attendance form, which will be submitted to the Department for Education.

Reporting a Concern

Where staff have a concern about a student, they should continue to follow the process outlined in the Safeguarding Policy. This includes writing a report via College Information Database (CID) and the student's ILP, which can be done remotely. In the unlikely event that a member of staff cannot access CID from home, they should email safeguarding@reigate.ac.uk. This will ensure that the concern is received.

If students or parents/guardians have a safeguarding concern they should email the relevant Senior Tutor or Pastoral Director. Alternatively, email safeguarding@reigate.ac.uk . For concerns beyond College hours students/parents/guardians should contact Surrey Children's Services on 0300 470 9100. **If the student is at risk of significant harm, students/parents/guardians should call the police on 999.**

Staff are reminded of the need to report any concern **immediately and without delay**.

Where staff are concerned about an adult working with students in the College, they should report the concern to the Principal Nick Clark by email. Concerns about the Principal should be directed to the Chair of Governors michael.jones@reigate.ac.uk . The Local Designated Officer (LADO) can also be contacted **Monday to Friday from 9am to 5pm on 0300 123 1650** or email LADO@surreycc.gov.uk**.**

Online Safety away from College

It is important that all staff who interact with students, including online, continue to look out for signs a student may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and noted on CID.

Online teaching should follow the same principles for classroom teaching, as set out in the staff code of conduct.

Reigate College will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Below are some things for staff and students to consider when delivering/partaking in virtual lessons:
- Lessons should be delivered at the time stated on College timetable.
- Staff should **avoid** using 1 to 1 videos. If they are used (for example in Maths & I.T), session **must** be recorded. Also, staff should ensure camera is on the visualiser/board/PPT etc. Student does not need to have their camera on in a 1 to 1 session.
  Staff should consider alternatives before deciding on 1 to 1 video session e.g., phone call, or small group session.
- Staff and students must wear suitable clothing.
- Staff and students should be in appropriate areas, preferable at a desk or table, with a suitable background, that ensures other members of the household are not in view.
- Language must be professional and appropriate.
- Staff must only use platforms provided by Reigate College to communicate with pupils, which is Microsoft Teams.
- All video sessions involving students should be recorded, so that if any issues arise, the video can be reviewed.

- Staff should make it clear to students that the sessions will be recorded and available on the Teams site.

Some other tips that might be useful are:
- The default setting for students should be cameras on and microphones on mute, however this might not suit all learners (teacher to use professional judgement).
- The teacher should be the first to 'enter' the remote lesson and the last to leave, where possible.

Peer on Peer Abuse

Reigate College recognises that during the closure a revised process may be required for managing any report of peer on peer abuse and supporting victims**.** Where the College receives a report of peer on peer abuse, we will follow the principles outlined within the Safeguarding Policy. The College will listen and work with the young person, parents/guardians/carers and any multi- agency partner required, to ensure the safety and security of that young person.

If students (or parents/guardians) have any concerns regarding peer on peer abuse, they should email their Tutor, Senior Tutor or direct to the safeguarding team. Concerns and actions must be recorded on CID and appropriate referrals made.
Sources of support for this beyond the College are:
www.childline.org.uk
https://reportharmfulcontent.com/
www.ceop.police.uk/safety-centre/

Mental Health & Wellbeing

The College is aware that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers are aware of this in setting expectations of pupils' work where they are at home. Wellbeing information is provided to students regularly and normal reporting of pastoral concerns will be done on CID or via email to the relevant pastoral member of staff.

Students can also access information about Health & Wellbeing, and also external support on the Reigate College Moodle.