



Saint Ambrose College

Child Protection & Safeguarding Policy

To be reviewed
September 2019

ST AMBROSE COLLEGE CHILD PROTECTION & SAFEGUARDING POLICY

CONTENTS:

College Mission Statement

The Eight Essentials of Christian Brother Education

Introduction

Policy Aims

Policy – Key Points

Roles and Responsibilities

Good Practice

Guidance for Staff

Further Information and Guidance

Appendices

College Mission statement

**In this College we strive together
to make real in our lives and in the world
the values of the Gospel of Jesus Christ.**

The aim of the College is to foster a community in which each member of that community is afforded every opportunity to realise their full potential. There is no discrimination (positive or negative) towards any group within the College. All members of the College community have an opportunity to guide the progress of the College.

In order to achieve this aim we:

Provide a well-ordered caring environment where self-discipline is emphasised and pupils are enabled to take responsibility for their own actions following a reasoned set of Christian values and principles.

Demand of the pupils the highest possible standards while supporting them with a system of pastoral care that promotes respect for all in the community. We therefore value highly good manners, courtesy and fairness.

Offer support and guidance for all the pupils as they take advantage of the wide opportunities offered to them within the College enabling them to make full use of their talents and so contribute to the good of the whole College.

Seek to develop the College as a vibrant Christian community where pupils will learn to integrate their Catholic faith and culture "seeking first the kingdom of God" and enabling them to be "ambassadors of Christ".

**We aim to do this in a spirit of hope and happiness
following the example of Blessed Edmund Rice
under the guidance of the Holy Spirit
and the patronage of Our Lady, Help of all Christians.**

Eight Essentials of Christian Brother Education

Evangelizing the Modern World: Participating in the mission of the Catholic Church by bringing the Good News of Christ into all aspects of the life of the College community, and in the dialogue with youth and contemporary culture, thus fulfilling the specific calling of the Congregation of the Christian Brothers:

"the Evangelization of youth through the Apostolate of Christian Education "

Promoting the Spiritual in Gospel: Nurturing a living faith, fostering Christian spirituality, educating in Gospel-based values, living beyond the material dimension.

Building a Christian Community: Growing as a College community in which the equality of care and relationships is Christ-inspired, based on mutual respect, self-sacrifice, and fully human dignity.

Compassion for those in Need: Showing, in the spirit of Blessed Edmund Rice, particular love and concern towards the weakest members of the College community and reaching out beyond the College in compassion and practical action for the poor and marginalized both locally and internationally.

Concern for the Whole Person: Centering the curriculum, opportunities and challenges of the College on the balanced and integrated development of its students and staff across all the positive dimensions of personal growth - religious, moral, intellectual, cultural, physical and social.

Striving for Excellence: Encouraging each individual to use his or her talents to the full, whether academic, cultural, or physical, and pursuing the highest standards in all aspects of learning, teaching, and extra-curricular endeavour.

Education as a Christian Calling: Valuing and enabling the role and vocation of Christian teachers and support staff as a calling from God and a sharing in the Church's mission.

Education for Justice: Inspiring the minds and hearts of the young to care for all God's creation and build a more just society, God's kingdom on earth, and developing in them the talents for active citizenship and transformational leadership.

Introduction

All staff share an objective of keeping children and young people safe, and have a duty “to safeguard and promote the welfare of children” in accordance with sections 175 /157 of the Education Act 2002. [See Appendix 1].

We recognise our legal duty to safeguard all pupils in accordance with the statutory guidance “*Keeping children safe in education*” (September 2018) [See appendix 2].

Policy Principles

The welfare of children is paramount.

All children regardless of age, gender, ability, culture, race, language, religion, sexual identity, have equal rights to protection.

All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Pupils and staff involved in Child Protection issues will receive appropriate support.

Purpose of the Policy

To provide all staff with the necessary information to enable them to meet their child protection responsibilities.

To ensure good practice.

To demonstrate the College’s commitment with regards to child protection to pupils, parents and other partners and to add to the College’s good practice.

Creating a Safeguarding Culture

Safeguarding is a priority across all aspects of the College’s work and this policy underpins the rigorous practice that takes place in the College to best protect the students.

All staff are aware of the categories of abuse, which are:



Definitions and signs and symptoms of the four categories of abuse can be found in Appendix 3. Staff are also made aware of other key safeguarding topics:

Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Contextual Safeguarding
Criminal Exploitation <i>'County Lines'</i>	Domestic Abuse	Early Help	Female Genital Mutilation
Gangs & Youth Violence	Hate	Peer on Peer Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Sexting	Trafficking

The definitions of the above can be found in the Appendix 3. Information and learning relating to the above topics is shared in the College, but staff are also encouraged to undertake their own learning.

Child Sexual Exploitation (CSE) is also a key safeguarding topic, which all staff are aware of and report their concerns regarding CSE via the College's normal reporting channels. The definition of child sexual exploitation can be found in Appendix 3.

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>. The College recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

If a member of staff becomes aware of a private fostering arrangement they will notify the DSL or their deputy as soon as possible, the DSL will then fulfil their mandatory reporting duty to all instances of Private Fostering to the local authority. Private Fostering is defined in Appendix 3.

All cases of known or suspected 'Honour-based' violence will be reported via the College's normal channels and the appropriate professional advice sought and external referrals completed.

Incidents of peer-on-peer abuse may need to be dealt with in various ways, incidents of bullying will be dealt with via the College's anti-bullying policy and behaviour policy.

The College adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 4.

Instances of children who are missing from education are dealt with under the College's attendance policy, which sets out the College's approach to tackling this issue, and the steps the College will take when a child has poor attendance and/or are regularly missing.

To assist with the above, and other incidents, parents should ensure that the College has at least two up to date emergency contacts for their child/children. This is to ensure the College has other means of contacting a key adult.

The College takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, the College:

- Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space

Policy Aims

1. To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
2. To raise awareness of safeguarding issues and to equip children with the skills needed to keep themselves safe.
3. To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
4. In accordance with their agreed Child Protection Plan, to support pupils who have been abused.
5. To establish and maintain a safe environment in which children can learn and develop.

Child Protection Policy - St Ambrose College - Key Points

We recognise that because of the day to day contact with children, College staff are well placed to observe the outward signs of abuse. The College will therefore:

- 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 whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Follow the procedures set out by Trafford Safeguarding Children Board (TSCB) www.tscb.co.uk
- **Take account of guidance issued by the Department for Education.**
- Ensure every member of staff, volunteer and governor knows the name of the designated Senior Person responsible for child protection, their deputy and their roles and responsibilities.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs/indicators of abuse and understand their responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the College and staff for child protection by setting out its obligations in the College prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is subject to a Child Protection Plan.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.

Roles and Responsibilities

The acting Principal is Mr Rainey

The designated senior person for Child Protection is Mr Groves, acting Vice Principal.

The deputy designated person is Mr Roche, RE department.

The nominated Child Protection/Safeguarding Governor is Mrs Norwood

Responsibilities of the designated senior person (DSP) (or deputy):

- To be appropriately trained, attending inter-agency training every two years
- To ensure all staff know who the designated senior person(s) are
- To keep a record of staff attendance at Child protection training
- To be fully conversant with the policies and procedures of the College and of the Trafford Safeguarding Children Bureau (TSCB)
- To have a working knowledge of how TSCB operates and the conduct of a child protection conference and plan
- To refer cases of suspected abuse or allegations to the Multi-Agency Referral and Assessment Team (MARAT)
- To act as a source of support, advice and expertise within the College
- To be able to recognise the signs/indicators of abuse and when it is appropriate to make a referral or seek further advice
- To ensure all teaching and non-teaching staff (especially new or part-time staff) are aware of or have access to, and understand the College's Child Protection Policy and their role within the policy
- To ensure all staff have signed to confirm that they have received or read a copy of the College's Child Protection Policy
- To ensure all staff have induction training, updated every three years, and are able to recognise and report any concerns as soon as they arise
- To liaise with the Children and Young People Service (CYPS) and other agencies through a multi-agency approach where there are concerns about a pupil
- To liaise with the nominated Governor and the Principal
- To ensure all records are kept securely in a locked location and separate from the main pupil file.
- To follow procedures where an allegation is made against a member of staff or volunteer.
- To be the first point of contact for external agencies that are pursuing Child Protection investigations.
- To ensure safe recruitment practices are always followed.

Good Practice

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The College may be the only stable, secure and predictable element in the lives of children at risk. When at College their behaviour may be challenging and defiant or they may be withdrawn. The College will endeavour to support the pupil through:

- The content of the curriculum;
- The College ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The College behaviour policy, which is aimed at supporting vulnerable pupils in the College;
- The College will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, (CAMHS) Education Welfare service and Educational Psychology service;
- Ensuring that, where a pupil on the Child Protection Register leaves the College their information is transferred to the new school immediately and that the child's social worker is informed.

Operation Encompass

Saint Ambrose College works in partnership with Trafford Safeguarding Board and Greater Manchester Police as part of Operation Encompass which is designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day.

This information will be shared on school days during the school term. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At Saint Ambrose College, our Key Adult is Mr Patrick Groves (acting Vice Principal). Mr Groves will be able to use information that has been shared with him, in confidence, to ensure that the College is able to support children and their families.

Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident. We always endeavour to offer the best support possible to our pupils and believe that Trafford Encompass is going to be beneficial and supportive for all concerned children and families.

Guidance for staff

We recognise that staff have a particular responsibility to care for and look after all pupils and that through poor practice staff may deliberately or unintentionally put themselves or pupils at risk. All staff working for the College will therefore:

- Treat all pupils fairly and with respect, abiding to other relevant policies.
- Set a good example by conducting themselves appropriately
- Encourage positive, respectful and safe behaviour among pupils by modelling good behaviour themselves
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand the College's Child Protection/ Safeguarding policy and related guidance documents such as behaviour policy, anti-bullying policy and procedures, as well as rules on physical contact with pupils, and duties regarding the sharing of information. A record of compliance will be retained to evidence that compulsory training has taken place.
- Only communicate with pupils and parents via the formal methods available via the office or use College email addresses, VLE or College mobile phones and not provide pupils or parents with personal contact details. All e-mails not sent directly from the College's IT equipment should be copied in to sacrecords@st-ambrosecollege.org.uk
- Maintain a professional distance from pupils in conversation and interaction, avoiding the use of sexualised or derogatory language.
- Be aware that personal and/or family circumstances for some children may lead to an increased risk of abuse.
- Do not have social media/online networking contact with pupils unless through an approved College facility such as the College Twitter account.
- Only provide transport for pupils on organised College trips, with the prior agreement of parents and only provide transport in College minibuses.
- Always ensure that classroom doors are not locked, blocked or blacked out whilst the rooms are occupied.
- Never be alone with one pupil in an isolated environment.
- Report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.
- Always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.
- Advise senior management of any regular social contact they have with a pupil which may give rise to concern.
- Report and record any situation, which they feel might compromise the College or their own professional standing.
- Avoid meetings with students in remote, secluded areas of the College.

Recognise that failure to adhere to these and other sensible and professional methods of working with pupils may lead to disciplinary action.

Further information and guidance

Abuse of Trust

All staff at the College must be aware that inappropriate behaviour towards a pupil is unacceptable; staff conduct towards pupils must be beyond reproach. Staff must adhere to the Teachers' Standards and be models of good behaviour.

It is an offence for a person over the age of eighteen to have sexual relations with a person under the age of eighteen where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the College staff and a pupil is a criminal offence even if that pupil is over eighteen years old.

Children who may be vulnerable

To ensure all children have equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in child prostitution or child trafficking
- Do not have English as a first language

Concerns about a Colleague

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Concerns about the Principal should be reported to the Chair of Governors. Staff are referred to the College's Whistleblowing Policy.

Taking Action

- All staff must take action if they have a concern about a child
- In an emergency, take action to help the child
- Report your concern to the designated senior person as soon as possible, at least by the end of the day
- Do *not* start your own investigation
- Share information on a "*need-to-know*" basis only – do not discuss the issue with colleagues, friends or family
- Record your concerns promptly, accurately and factually
- Seek support if you are distressed.

If a pupil discloses abuse

Remember that it takes a lot of courage for a child to disclose that they are being abused.

If a pupil talks to a member of staff about any risks to their safety or well-being the member of staff must let the pupil know that they must pass on the information as staff are not allowed to keep secrets with children.

Whilst individual indicators may not, in isolation, provide conclusive evidence of abuse, they should be viewed as part of an overall picture with each piece of information helping the designated person to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘*absolute proof*’ that a child is at risk.

Monitoring and Recording

- Staff must ensure notes are taken objectively and factually, confirming the details with the pupil at the end of the conversation
- Take what the child says seriously
- Do not ask leading questions
- Make a careful note of exactly what the child says as far as is possible
- Note the behaviour and emotional state of the child
- Note any injuries, marks to the body, noting date, location and explanation for the injury
- Note any relevant attendance information
- Note the child’s appearance and dress
- Include dates, times and events
- Sign and date the record before passing it to the designated senior person, do NOT make a copy of it.

Procedure for staff to register concerns with the designated person

This is best done in person by the end of the day during which concerns were raised.

A written statement of the concern would be very helpful with any notes of any conversations had with a pupil, signed and dated.

The designated senior person will make notes and record the concerns, having clarified what the nature of the concern is.

If the designated senior person and the deputy designated person are unavailable, an e-mail may be sent to both such people using a College e-mail address; the designated senior person will follow this up at the first opportunity on the following day, proceeding in person, as above.

Staff Training

New staff and Governors will receive training during their induction. All staff, including the Principal (unless the Principal is the DSP) and Governors will receive training that is updated at least every three years and the DSP will receive training updated every two years. Supply staff and other visiting staff will be given safeguarding information on arrival.

Referral to Social Care

The Designated Senior Person will make a referral to, or seek advice from, the Multi-Agency and Assessment Team (MARAT) [0161 912 5125] if it is believed that a pupil is suffering from or at risk of suffering, significant harm. The pupil (subject to age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. In the case of suspected sexual abuse advice would first be sought from MARAT.

Confidentiality

All staff must understand that Child Protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that any information released into the public domain within or outside of the College, does not compromise the evidence received.

Staff should only discuss their concerns with the DSP, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will then disseminate it on a *'need-to-know'* basis.

Online Safety

Computers and mobile phones are part of communication and education; some adults and young people may, however, use technology to harm children. The harm might range from sending hurtful or abusive texts and / or e-mails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography or face-to-face meetings. Staff need to be alert to such dangers. The pupils need to be aware of the potential for criminality in such cases.

This policy will be reviewed annually. (Appendix 5 & 6)

In the event of a child abuse incident the internal procedures will be reviewed to assess their effectiveness. A written record will be kept of this review.

Safer Recruitment

Senior leaders and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers.

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- Two professional references
- Identity confirmation
- Qualification check
- Barred List Check (if working regulated activity)
- Overseas police checks (if appropriate)
- Confirmation of right to work in the UK
- Confirmation of professional registration (if appropriate)

- Staff suitability declaration (if appropriate)
- Establish confirmation of physical and mental fitness for the role
- Prohibition from teaching check (only if employed as a teacher)

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the College's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.

Many of the senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the College (paid or unpaid) will be trained in safer recruitment.

Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and for the need of confidentiality.

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the College, and that they will be expected to present identification upon arrival.

References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

Appendix 1

Education Act 2002

175 Duties of LEAs and governing bodies in relation to welfare of children

- (1) A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
- (2) The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
- (3) The governing body of an institution within the further education sector shall make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution.
- (4) An authority or body mentioned in any of subsections (1) to (3) shall, in considering what arrangements are required to be made by them under that subsection, have regard to any guidance given from time to time (in relation to England) by the Secretary of State or (in relation to Wales) by the National Assembly for Wales.

(5) In this section—

“child” means a person under the age of eighteen;

“governing body”, in relation to an institution within the further education sector, has the meaning given by section 90 of the Further and Higher Education Act 1992 (c. 13);

“maintained school” means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school.

175 Independent school standards (1) For the purposes of this Chapter, regulations shall prescribe standards about the following matters—

- (a) The quality of education provided at independent schools;
- (b) The spiritual, moral, social and cultural development of pupils at independent schools;
- (c) The welfare, health and safety of pupils at independent schools;
- (d) The suitability of proprietors of and staff at independent schools;
- (e) The premises of and accommodation at independent schools;
- (f) The provision of information by independent schools;
- (g) The manner in which independent schools handle complaints.

Appendix 2

“Keeping children safe in education” (September 2018)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 3

A Child	A person who has not yet reached their 18 th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	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.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or

	<p>have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional
Early Help	<p>Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.</p>
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	<p>Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.</p>
Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p>

	An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Munchausen Syndrome	<p>Munchausen Syndrome is an attention-seeking personality disorder which is more common than statistics suggest. Munchausen Syndrome, named after a German soldier renowned for exaggerated tales, is a predominantly female disorder in which an emotionally immature person with narcissistic tendencies, low self-esteem and a fragile ego has an overwhelming need to draw attention to themselves and to be the centre of attention.</p> <p>In Munchausen Syndrome, this is achieved by capitalising on, exploiting, exaggerating or feigning illness or injury or personal misfortune. The opportunities for being centre of attention can be increased if feigning victimhood through alleged victimisation, isolation, exclusion or persecution is added to the equation; the Munchausen person can then depict another person as a victimiser or persecutor and themselves as the victim. Presenting themselves as a false victim is also a Munchausen trait.</p> <p>In Munchausen Syndrome By Proxy (MSBP), occasions for being centre of attention are created by deliberately causing illness, injury or harm to others to provide opportunities for rescue and care. The common thread is a victim who is vulnerable and whose verbal skills, emotional state or mental condition prevents them from explaining what the MSBP person is doing to them.</p>
Neglect	<p>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:</p> <ul style="list-style-type: none"> • 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.

Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is 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.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • 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; and • taking action to enable all children to have the best outcomes.
Sexting	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
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.

	<p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>
<p>Trafficking</p>	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.</p>

Appendix 4

UK Council for Child Internet Safety guidance – Sexting in schools and colleges: Responding to incidents and safeguarding young people – 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Appendix 5

SAC Student Online Safety and Acceptable Use Policy.

College Policy

Technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- That students will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- That College IT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The College will try to ensure that students will have good access to IT to enhance their learning and will, in return, expect students to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use College IT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the IT systems and other users.

For my own personal safety:

- I understand that the College will monitor my use of the IT systems, email and other digital communications.
- I will not share my username and password nor will I try to use any other person's username and password.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line.
- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.
- I understand that everyone has equal rights to use technology as a resource and:
- I understand that the College IT systems are primarily intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so.
- I will not try (unless I have permission from the network manager) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the College IT systems for on-line gaming and/or on-line gambling, internet shopping, Proxy Avoidance, file sharing, hacking sites or video broadcasting (e.g. YouTube), unless I have permission of a member of staff to do so.

I will act with respect and trust.

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not eat or drink while using the College IT equipment.

I recognise that the College has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the College:

- I will only use my personal hand held / external devices (mobile phones / USB devices etc) in College if I have permission. I understand that, if I do use my own device in College, I will follow the rules set out in this agreement, in the same way as if I was using College equipment.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any attachments to emails, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.
- I will not try to hack in to any of the College systems.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I will only use chat and social networking sites outside lesson and study periods.

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
- I understand that I am responsible for my actions, both in and out of College:
- I understand that the College has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of College and where they involve my membership of the College community (examples would be cyber-bullying, use of images or personal information).
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the College network / internet or exclusion from the college, suspension, and contact with parents/carers and, in the event of illegal activities, involvement of the police.

Please complete the sections below to show that you have read, understood and agree to the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to College IT systems.

Student Acceptable Use Agreement Form

This form relates to the student Online Safety and Acceptable Use Policy (AUP), to which it is attached. Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to College IT systems.

- I have read and understand the above and agree to follow these guidelines when:
- I use the College IT systems and equipment (both in and out of College)
- I use my own equipment in College (when allowed) eg mobile phones, PDAs, cameras etc
- I use my own equipment out of College in a way that is related to me being a member of this College eg communicating with other members of the College, accessing College email, VLE, website etc.

Name of Student

Group / Class

Signed

Date

Appendix 6

SAC Staff and Volunteer Online Safety and Acceptable Use Policy

St-Ambrose College Policy

All users of technologies should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- That staff and volunteers will be responsible users and stay safe while using the internet and other communication technologies for educational, personal and recreational use.
- That College IT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The College will try to ensure that staff and volunteers will have good access to IT to enhance their work, to enhance learning opportunities for students learning and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use the College IT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the IT systems and other users. I will where possible, educate the young people in my care in the opportunities provided by IT, the safe use of IT and embed online safety in my work with young people.

For my professional and personal safety:

- I understand that the College will monitor my use of the IT systems, email and other digital communications.
- I understand that the rules set out in this agreement also apply to use of College IT systems (eg laptops, email, MIS, VLE etc) outside of College.
- I understand that the College IT systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the College.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password.
- I will immediately report any illegal, inappropriate or harmful material or incident; I become aware of, to the appropriate person.
- I will be professional in my communications and actions when using College IT systems:
- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and / or publish images of others I will do so with their permission and in accordance with the College's policy on the use of digital / video images. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (eg on the College website / VLE/ Social Media) it will not be possible to identify by name, or other personal information, those who are featured.

- I will only use chat and social networking sites in College in accordance with the College's policies.
- I will only communicate with students and parents /carers using official College systems. Any such communication will be professional in tone and manner.
- I will not engage in any on-line activity that may compromise my professional responsibilities.

The College has the responsibility to provide safe and secure access to technologies and ensure the smooth running of the College:

- When I use my personal hand held / external devices (PDAs / laptops / mobile phones / USB devices etc) in College, I will follow the rules set out in this agreement, in the same way as if I was using College equipment. I will also follow any additional rules set by the College about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses
- I will not use personal email addresses on the College IT systems to communicate with the college community.
- I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.
- I will ensure that my data is regularly backed up, in accordance with relevant College policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate material which may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a machine unless I have permission from the college network manager, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed by the network manager.
- I will not disable or cause any damage to College equipment, or the equipment belonging to others.
- I understand that data protection policy requires that any staff or student data, to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by College policy to disclose such information to an appropriate authority. I will only transport, hold, disclose or share personal information about myself or others. Where personal data is transferred outside the secure College network, it must be encrypted.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using the internet in my professional capacity or for College sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).
- I understand that I am responsible for my actions in and out of College:
- I understand that this Acceptable Use Policy applies not only to my work and use of College IT equipment in College, but also applies to my use of College IT systems and equipment out of College and my use of personal equipment in College or in situations related to my employment by the College.

- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors, and in the event of illegal activities and the involvement of the police.

I have read and understand the above and agree to use the College IT systems (both in and out of College) and my own devices (in College and when carrying out communications related to the College) within these guidelines.

Staff / Volunteer Name

Signed

Date

College Safeguarding Senior Designated Person: Mr P Groves (acting Vice Principal) c/o St Ambrose College

Safeguarding Governor: Mrs H Norwood c/o St Ambrose College

Policy review due: September 2019