



Safeguarding Young People – (Document A - G) Child Protection Policy (Document A)

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of Christ the King Sixth Forms.

1 Introduction

1.1 Christ the King Sixth Forms is committed to safeguarding and promoting the welfare of children within the ethos and context of its mission.

1.2 In expressing this commitment, the Sixth Forms will ensure that it:

- Provides a safe environment in which children can learn
- Identifies children who are suffering, or likely to suffer, significant harm
- Takes appropriate action to see that such children are kept safe within the Sixth Forms and, as far as possible, outside of it and at home.

1.3 For the purposes of this document, children are defined as all students at Christ the King Sixth Forms who are under the age of 18. However, when a student who is over 18 is at risk of abuse or harm, the Sixth Forms will consider whether the following procedures should be applied, with appropriate adaptations, to afford protection.

Christ the King Sixth Forms continue to liaise and communicate with all our Parents/Guardians in line with our mission regardless of age, unless there is a safeguarding reason.

2 Legal context and Framework

2.1 This procedure supplements and accords with the **London Child Protection Procedures (March 2021)** adopted by the Lewisham and Bexley Local Safeguarding Children Boards and should be used in conjunction with these.

2.2 The policy takes into consideration the following statutory provisions:

- Children Act 1989
- Children Act 2004
- Section 175 of the Education Act 2002
- The Human Rights Act 1998

2.3 This policy and procedure also accords with the following guidance documents:

- DfE guidance – Sexual violence and sexual harassment between children in schools and colleges (2021)
- DfE guidance – Keeping Children Safe in Education (2021)
- “Working Together to Safeguard Children” (HM Government,2018)
- “What To Do If you’re Worried a Child is Being Abused” (DfE 2015)

2.4 Christ the King has statutory duties to work in partnership with various agencies including Local Authority Education and Social Services with their enquiries where they reasonably suspect a child is suffering or is likely to suffer harm, and with safeguarding or promoting the welfare of the child.

Additionally, the Sixth Forms has pastoral responsibility towards students and to recognise they have a right to be protected from harm.

3 The Purpose of the Policy and Procedures

3.1 The purposes of this policy and the related procedures are:

- To confirm Christ the King Sixth Forms’ commitment and obligations in respect of safeguarding and promoting the welfare of children.
- To ensure Christ the King complies with the London Child Protection Procedures and other relevant Government guidance.
- To provide clear guidance to staff about how to respond when a case of possible harm, abuse or neglect is identified or suspected.
- To ensure staff are aware of their responsibilities in dealing with students.
- To ensure a prompt and effective response is taken when it appears a student may be at risk of abuse or neglect.
- To ensure staff are adequately briefed and trained in the implementation of the Sixth Forms Child Protection Policy and Procedures.
- To ensure the roles and responsibilities of the Designated Safeguarding Lead (DSL) and other key staff for child protection are known and understood by staff.

4 Definitions

4.1 The duties placed on schools and colleges relating to safeguarding and supporting the welfare of children refer to any child or young person (i.e. under 18 years of age) who has suffered from, or may be at risk of, physical abuse, neglect, sexual abuse, emotional abuse or exploitation. These terms are recognised by Christ the King as follows:

Physical Abuse

Physical abuse causes harm to a child's wellbeing. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocation. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring.

Neglect

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

Sexual Abuse

Sexual abuse involves a child being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph on peer on peer abuse).

Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the child's behaviour and emotional development, resulting in low self-worth. Some level of emotional abuse is present in all forms of abuse. 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 from 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.

Exploitation

Exploitation can take a number of forms including sexual exploitation, financial exploitation and forced participation in criminal activity. It is likely to result in children

becoming embroiled in activities which are not of their choosing but which expose them to risk of serious harm or danger.

Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Child Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other children involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and

- Children who regularly miss school or education or do not take part in education.

County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and children or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Trafficking

Child trafficking is a serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK. Trafficking is defined as:

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 the 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 over 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 the removal of organs'

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

Indicators that a child / young person may be trafficked include:

- receives unexplained/unidentified phone calls whilst in placement/temporary accommodation;
- shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- has a history with missing links and unexplained moves;
- has gone missing from local authority care;
- is required to earn a minimum amount of money every day;
- works in various locations;
- has limited freedom of movement;
- appears to be missing for periods;
- is known to beg for money;
- performs excessive housework chores and rarely leaves the residence;
- is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- is one among a number of unrelated children found at one address;
- has not been registered with or attended a GP practice;
- has not been enrolled in school / college;
- has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings;
- is permanently deprived of a large part of their earnings by another person; and/or
- is excessively afraid of being deported.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and

- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting children can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

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

Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All children have a right to attend school/college and learn in a safe environment. Children should be free from harm by adults in the school/college and other students. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The leadership of the school/college recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against students by others in the

school/college, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Keeping Children Safe in Education sets out how the Sixth Form will respond to reports of sexual violence and sexual harassment.

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead (DSL) will contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

In some cases, it may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough Sixth Forms investigation should take place into the matter using the Sixth Forms usual disciplinary procedures.

In situations where the Sixth Form considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

A key individual will be assigned to both the victim and all alleged perpetrator to provide support throughout the process.

Sexual violence and sexual harassment between children in schools and colleges Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

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

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Serious Violent Crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from the Sixth Form, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that the child has been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our Sixth Forms should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe a child’s day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the safeguarding policy and speaking to the Designated Safeguarding Lead (DSL) or a deputy (DDSL).

Online Safety

The Sixth Forms will ensure that appropriate filters and monitoring systems are in place. It will ensure that students are taught about safeguarding, including online safety as part of the delivery of a broad and balanced curriculum. This will include covering relevant issues through the 10:10 programme.

Suspected or disclosed instances of So called 'Honour based abuse', Female Genital Mutilation (FGM)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. All concerns should be raised immediately with the designated safeguarding lead/ deputy.

FGM Mandatory Reporting Duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Reporting of Female Genital Mutilation Procedural Information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Where staff have grounds to suspect that a student has been subject to FGM or where a student has disclosed to that member of staff she has been subject to FGM, the member of staff has a duty to report the situation to the Designated Safeguarding Lead and or the Deputy Designated Safeguarding Lead at the earliest opportunity, and no longer than 24 hours after the disclosure or suspicion occurred.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Where a report of actual or suspected FGM has been received the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will report the matter to the police and social services immediately.

The Sixth Forms will co-operate fully with requests for information or support from the police and social services in relation to an investigation of FGM it has reported.

Support will be provided to students suspected or known to have been subject to FGM by the Sixth Forms Counsellor, the Chaplaincy or any member of staff with which she feels

comfortable. Advice from the police and social services will be sought and followed regarding any contact with parents.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and Colleges play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmfu@fco.gov.uk.

Note: A forced marriage must not be confused with an arranged marriage where both parties agree to the union.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism

Is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

We will assess the risk of children being drawn into terrorism including support for extremist ideas that are part of terrorist ideology. The Designated Safeguarding Lead / Deputy acting in their capacity as the Prevent Single Point of Contact will assess on an annual basis the level of risk within the school and put actions in place to reduce any identified risks - Annex C (worked example)

Additional Support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in children. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college’s Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

5 The Role of the Governing Body

5.1 The Governing Body is committed to Safeguarding and since 2021 has commissioned an Independent Safeguarding Consultant to chair a Safeguarding Board. The Governing Body is committed to ensuring that the Sixth Forms:

- Meets or exceeds its legal obligations regarding the safeguarding of children at the Sixth Forms.
- Challenges and questions safeguarding arrangements and processes to ensure they are robust and effective in meeting the needs of students.
- Raises awareness of issues relating to safeguarding and promoting the welfare of children and young people in the Sixth Forms.
- Provides a safe environment in which children and young people learn.
- Identifies children and young people who are suffering, or at risk of suffering, significant harm and takes appropriate action to see that such children and young people are kept safe at the Sixth Forms.
- Has procedures for reporting and dealing with allegations of abuse against members of staff and volunteers.
- Operates safe recruitment procedures.
- Designates a member of staff with sufficient authority to take lead responsibility for child protection.
- Remedies any deficiencies or weaknesses with regard to child protection arrangements that are brought to the Governing Body's attention.

6 The Designated Governor

6.1 The Governing Body will annually nominate a Governor to undertake the role of Designated Governor. The Designated Lead Safeguarding Governor is Tricia Gilpin and the Deputy Safeguarding Governor is Marlene Burt.

6.2 The Designated Governor is responsible for liaising with the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Leads (DDSL) on matters regarding child protection, including:

- Ensuring that Christ the King operates a policy which is consistent with requirements of the Local Safeguarding Children Board (LSCB).
- Ensuring that the Governing Body considers the Sixth Forms' Policy on Child Protection each year and that the implementation of the policy appears as a regular item on the agenda of meetings of the Audit and Risk Committee.
- Ensuring that each year the Governing Body is informed of how the Sixth Forms and its staff have complied with the Policy including, but not limited to, a report on the training that staff have undertaken.
- Ensuring that each year the Independent Safeguarding Board report to the Governing Body about the work that has been undertaken with the DSL and the DDSL's and the measures put in place to enhance safeguarding.

6.3 The Designated Governor shall meet with the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads where possible, on two occasions annually in

order to consider and review the effectiveness of the Child Protection procedures being followed. This will involve considerations of the Child Protection Training undertaken by staff, the means by which Child Protection matters are taken forward in the Sixth Forms and the recording, storage and follow-up of information.

What about the face the Governor meets with the Safeguarding Consultant?

- 6.4 The Designated Governor is responsible for overseeing the liaison with external agencies such as the police and/or social services in connection with allegations against the Executive Principal. The Executive Principal is responsible for overseeing the liaison with external agencies such as the police and/or social services in connection with allegations against the Deputy Principals or the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.
- 6.5 To assist in these duties, the Designated Governor shall receive appropriate training in line with LSCB procedures.

7 The Designated Safeguarding Lead

- 7.1 The Designated Safeguarding Lead shall be the senior manager who is designated with the overall responsibility for Child Protection and Safeguarding. The Designated Safeguarding Lead is Mrs Camilla Crampton (Deputy Principal).
- 7.2 The Designated Safeguarding Lead is responsible for the management of the Sixth Forms overall policy and procedures that relate to child protection and safeguarding issues. They will have received training in child protection issues and inter-agency working, as required by the LSCB, and will receive refresher training yearly. The Designated Safeguarding Lead will keep up to date with developments in child protection issues.
- 7.3 More specifically he/she has the responsibility for:
- Liaising with the Designated Governor(s), the Local Education Authority, Children's Social Services, the Local Safeguarding Children Board, the Police and other agencies to refer individual cases of suspected or identified abuse, neglect or such allegations.
 - Acting as the key safeguarding contact person within the Sixth Forms.
 - Being responsible for co-ordinating action within the Sixth Forms on child protection and safeguarding issues.
 - Where appropriate, liaising with staff to share information, but only on a "need to know basis", to protect the rights of children to confidentiality.
 - Raising awareness about child protection and safeguarding, ensuring all staff are familiar with this Policy and Procedure and receive basic training in child protection issues.
 - Ensuring that specific staff are trained in the London Child Protection Procedures, the LEA guidelines and DfE guidance.
 - Providing advice and support to other staff on issues relating to child protection and safeguarding.
 - Ensuring that parents or children and young people within the Sixth Forms are aware of CTK's child protection policy.
 - Liaising with agencies as appropriate.

- Where an inter-agency child protection plan is in place, ensuring the Sixth Forms is involved in, where appropriate, the preparation of the plan and ensuring the Sixth Forms role is clearly defined. This will include any potential involvement with the Multi-Agency Public Protection Arrangements (MAPPA).
- Reporting annually to the Governing Body of the Sixth Forms on how the Sixth Forms have discharged its duties. The designated staff member is responsible for reporting deficiencies (which may be identified internally or by outside agencies) in procedure to the Governing Body at the earliest opportunity.
- Managing the use and implementation of the Vulnerable Student Processes across the collegiate (see Appendix A for a summary of processes relating to student vulnerability)
- Ensuring that Christ the King fulfils its legal obligations regarding staff being issued with and reading Keeping Children Safe in Education Section A on an annual basis.

8 The Deputy Designated Safeguarding Lead (DDSL)

8.1 For the Emmanuel site Mrs Sylvia Harris (Assistant Principal) is the Deputy Designated Safeguarding Lead. At the St Mary's site, the role is undertaken by Mrs Rosie Salmon (Assistant Principal) and at Aquinas Ms Lesley Davis (Assistant Principal) has this responsibility.

The Deputy Designated Safeguarding Lead (DDSL) is responsible for:

- Liaising with the Designated Safeguarding Lead on matters relating to Safeguarding Young People and Child Protection.
- Providing first-line advice to staff and students on child protection matters.
- Representing the Sixth Forms at child protection meetings.
- Knowing how to make an appropriate referral and then to liaise with child protection officers in local authorities to seek advice on how best to deal with a specific case.
- Dealing with individual cases, including attending case conferences and review meetings as appropriate.
- Liaising with the Designated Safeguarding Lead to agree and implement actions relating to individual child protection cases.
- Advising on any changes that should be introduced to improve the procedures relating to child protection.
- Supporting the processes of briefing and training of staff on matters relating to child protection.
- Undertaking training in child protection issues and inter-agency working, as required by the LSCB.
- Overseeing the planning of any curricular or other provision, e.g. ensuring an effective approach to dealing with bullying.
- Maintaining a proper record using the safeguarding form (see Appendix B) of any child protection referral, complaint or concern (even where that concern does not lead to a referral).
- Liaising with schools which send students to the Sixth Forms to ensure that appropriate arrangements are made for the students in relation to Child Protection issues.

- Ensuring that there are effective arrangements for liaising with employers and training organisations that receive young people from the Sixth Forms on placements to ensure that appropriate safeguards are put in place.
- Managing the use and implementation of the Vulnerable Student Processes on their sites (see Appendix A for a summary of processes relating to student vulnerability)
- Facilitating the Sixth Forms obligation regarding staff being issued with and reading Keeping Children Safe in Education Section A on an annual basis.

9 The roles and responsibilities of all Staff

- 9.1 Everyone in the Sixth Forms must be aware that the safeguarding of children and young people is of paramount importance and that it is the duty of all staff to implement the Sixth Forms policy regarding such matters. In doing this all staff should recognise that any child may be the victim of abuse, or may be at risk of, physical abuse, neglect, emotional abuse or sexual abuse.
- 9.2 The Designated Safeguarding Lead and Deputy Safeguarding Officers and all staff working with children and young people will receive training sufficient to familiarise them with child protection issues and responsibilities and the Sixth Forms policy and procedures, with refresher training at least every three years.
- 9.3 Consequently all staff members must be familiar with these procedures. It is the responsibility of all members of staff to act immediately if they become aware of an actual case of abuse/neglect or become suspicious that there may be a risk of abuse/neglect or other safeguarding concern such as exposure to radicalisation.
- 9.4 The responsibility of staff is not exhausted upon referral and staff are required to follow up progress with concerns with the Designated Safeguarding Lead and or Deputy Designated Safeguarding Leads until they are satisfied that relevant action has been taken. Should they be dissatisfied with the response or action taken then staff should escalate the matter to the Designated Safeguarding Lead or Executive Principal.

10 Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

10.1 Confidentiality

Confidentiality is an issue which requires discussion and understanding by all those working with children particularly in the context of child protection. Normally, personal information should only be disclosed to third parties with the consent of the subject of that information.

- 10.2 Wherever possible, consent should be obtained before sharing person information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of the child dictates that the information should be shared.
- 10.3 Clear boundaries of confidentiality will be communicated. Staff have a professional responsibility to share relevant information about the protection of the child with other professionals.
- 10.4 If a child confides in a member of staff and requests the information is kept secret, it is important the member of staff tells the child in an appropriately sensitive way that he or she has a responsibility to refer cases of alleged abuse or risk of harm to the appropriate

people in the Sixth Forms and the child should be assured the matter will be disclosed only to people who need to know.

10.5 All personal information regarding a child or young person will be kept confidential except when:

- (a) It is suspected that a child or young person is the victim of abuse or is at risk of harm.
- (b) It is suspected that other children are at risk from abuse or harm.

10.6 The Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will liaise with the student, if appropriate, in respect of disclosure to agencies.

The need to safeguard the interests of the young person will be the overriding consideration.

11 Disclosure of Abuse

11.1 If a child discloses abuse, or if abuse is suspected, staff should:

- Listen carefully and stay calm.
- Question normally and without pressure, in order to be sure that what the child is saying is fully understood by the member of staff.
- Reassure the child throughout that by telling a member of staff they have done the right thing.
- Inform the child that the information must be passed on but that only those who need to know about it will be told. Inform the child to whom the matter will be reported.
- Note the main points carefully and be factual using the child's own words.
- Make a detailed note of the date, time and place where the alleged abuse took place, what the child said, what happened and any questions that were asked.
- Immediately inform the Designated Safeguarding Lead or the Deputy Safeguarding Lead.

11.2 For students in the Sixth Forms who have disabilities and difficulties in communicating, extra care should be taken to enable the child to express themselves to a member of staff with appropriate communication skills.

11.3 Staff should **not**:

- Put words into the child's mouth or ask leading questions.
- Investigate concerns or allegations. Christ the King has no investigative role but should report them immediately to the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead Promise confidentiality.
- Forget to record what he/she has been told.
- Fail to pass on the information to the correct person.
- Assume someone else will take the necessary action.

12 Immediate Action

- 12.1 Any member of staff who has any concern about a child must discuss the case with the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead immediately (at least within the same working day) so that, if necessary, a referral can be made to the relevant agency/local authority without delay.
- 12.2 If the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead cannot be contacted the staff member should contact the Deputy Principal or Executive Principal.

13 Reporting to the Executive Principal

- 13.1 The Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead must notify the Executive Principal as soon as practicable and in any event within twenty-four hours of the disclosure or suspicion being raised.

14 Action by the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead

- 14.1 The Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will collate relevant information about the case and at the earliest opportunity (normally within the same day) will take a decision about whether the case should be referred to the relevant external agency/Local Authority. The Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead may discuss the case with relevant people/officers in the relevant agency/Local Authority to seek advice as to the appropriate action to be taken.
- 14.2 Where the Deputy Designated Safeguarding Lead or the Designated Safeguarding Lead is not available, the Executive Principal will collate the relevant information and take responsibility for referring the case to the Local Authority.

15 Contact with Children's Services

- 15.1 Should referral be necessary, the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead Protection Manager, Deputy Principal or Executive Principal, must report the matter by telephone as soon as possible and within forty-eight hours to social workers in the Children's Services department for the local authority where the child lives. This referral should be followed using the standard processes.
- 15.2 A written record of the date and time of the report should be made and the report must include the name and position of the person to whom the matter is reported. The telephone report must be confirmed in writing, using the appropriate referral tools where possible, to the Children's Services department within forty-eight hours. Staff should be aware that well-kept records are essential for good child protection practice.
- 15.3 The Deputy Designated Safeguarding Lead, Designated Safeguarding Lead, Deputy Principal or Executive Principal should discuss with the social worker:
- What action will be taken to inform the parents of the child. A note of that conversation should be made.
 - The process for keeping the Sixth Forms informed of further action taken.

16 Investigation of a Case

- 16.1 Individual members of staff **must not investigate** child abuse concerns. This will be carried out, if necessary, by the appropriate agency and usually by the Children’s Social Services and/or the Police.

17 Making Written Notes

- 17.1 A member of staff must make a written record of their concerns at the earliest opportunity – recording relevant facts accurately and clearly. Care should be taken not to make any assumptions or confuse fact with opinion.
- 17.2 When recording discussion that took place regarding the case (e.g., with the child), members of staff should try to record accurately what was said. Where possible, the actual words that were said should be recorded.
- 17.3 Any notes must be given to the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead as soon as possible and will help to ensure accuracy in recalling events later. Such notes should be stored safely.

18 Written Records of Concerns

- 18.1 The Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead shall retain a copy of:
- The report of any abuse or suspected abuse.
 - Any notes or correspondence dealing with the matter.
 - Any other relevant material.
 - Copies of reports, notes and all documents should be kept securely locked at all times and access to records will be confined to designated staff.

19 Record Keeping

- 19.1 All records relating to the welfare and/or child protection concerns for any student will be kept in locked filing cabinets.
- 19.2 Records relating to the welfare of a student will remain on site for a period of three years from the date that the student leaves the Sixth Forms.
- 19.3 When the student leaves the Sixth Forms before reaching the age of 18, any educational institution to which the student progresses will be advised that the student’s records, within the Sixth Forms, contain information about child protection concerns even where these are no longer current.

20 Contacts with the Family

- 20.1 Contact with the family should first be discussed with the Sixth Forms Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead, who will consult relevant staff within the appropriate external agency/local authority.
- 20.2 In cases where a minor physical injury causes concern, it is usual to discuss this with the parent or carer. If the explanation suggests a non-accidental cause of the injury (or a failure to protect the child from harm), the parent or carer should be advised, where

appropriate, that the matter may be referred to an agency and most likely to the Children's Services of the relevant local authority.

- 20.3 In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period of time. There may have been discussion between the Sixth Forms staff and the family about sources of help (e.g., the Children and Family Service), but if concerns persist, the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will need to refer to the Children and Family Service and will normally advise the family of this.
- 20.4 In cases where there are suspicions of sexual abuse, where there is fabricated or induced illness or where to do so would place the child in greater risk, the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will seek immediate advice from the Children and Family Service staff before discussing the matter with the family, to determine whether it is appropriate for the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead to speak with the family or whether instead an external agency may liaise with the family.

21 The Child Protection Register

- 21.1 The Sixth Forms will normally be told by the relevant Children's Social Service when a student's name is on the Child Protection Register (CPR) whether in the London Borough of Lewisham, Bexley or within another local authority.
- 21.2 The name and contact details of the key social worker **must** be obtained and clearly recorded on the relevant student's record held in the Sixth Forms.
- 21.3 The Sixth Forms will participate fully in the work of relevant professionals who are responsible for these students and will assist with the objectives of the Child Protection Plan for the student.

22 Sharing information and request for assistance by other agencies

- 22.1 Christ the King has a legal duty to assist other agencies including the appropriate department within a local authority or the Police, when they are making enquiries about the welfare of the child.
- 22.2 It is therefore appropriate that information about a child is shared with other agencies, but such information must only be shared on a "need to know" basis with other agencies.
- 22.3 When telephone requests for information are received, the relevant member of staff should **always** contact the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead who will deal with the request in a manner consistent with that below.
- 22.4 Where a written request for information is received by a member of staff, the member of staff should always advise the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead and they should handle the information request or expressly authorise that member of staff to deal with the enquiry. If the staff member does not receive this authorisation they should not engage in detailed dialogue.
- 22.5 Requests for attendance at meetings about individual students (e.g., child protection conferences) should be notified to the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead who will arrange the preparation of a report and attendance at the meeting.

22.6 Reports on students should contain information about the student's:

- Academic progress/performance monitoring.
- Attendance.
- Behaviour.
- Relationships with children and adults.
- Family.
- Any other relevant matter.

22.7 Reports should be objective and distinguish between fact, observation, allegation and opinion.

22.8 Any report shall remain confidential for the purposes of any child protection investigation.

23 Allegations against Members of Staff

All staff must take care not to place themselves in an inappropriate position with a student. Where possible, work with individual students should be conducted in the view of other adults. If staff members have concerns about another staff member, then this should be referred to the Deputy Principal / Executive Principal.

All staff are referred to the Code of Conduct for Employees, with reference to conduct. If a student makes an allegation against a member of staff (including supply staff and volunteers), the member of staff receiving the allegation will immediately inform the Deputy Principal / Executive Principal or the most senior member of staff if the Deputy Principal / Executive Principal is not present. Allegations will always involve a discussion with the Local Authority Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the Deputy Principal other members of staff must share the concerns with the Executive Principal.

In all cases where the allegation or suspicion of child abuse involves the Executive Principal, other members of staff must share the concerns with the Chair of Governors who will inform the Local Authority Designated Officer.

Concerns including allegations that may meet the harm test should be addressed as detailed in Keeping Children Safe in Education. The Sixth Forms will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed, and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

23.1 Where an allegation of abuse is made against a member of staff, the Executive Principal must be informed immediately. If the Executive Principal is not available, the Deputy Principal must be informed in his/her absence.

23.2 All allegations against staff at the Sixth Forms will be handled in accordance with guidance contained in the Government publication Keeping Children Safe in Education (2021) which sets out the procedures which must be followed.

- 23.3 Where an allegation of abuse is brought to the attention of the Executive Principal or, in his/her absence, the Designated Safeguarding Lead, the matter must be referred to the Local Authority Designated Officer (LADO) within 24 hours, provided:
- The allegation is that a member of staff has behaved in a way that has harmed or may have harmed a child.
- Or
- It is alleged that a member of staff has possibly committed a criminal offence against, or related to, a child.
- Or
- There is an allegation that a member of staff has behaved towards a child/young person in a way that indicates he/she is unsuitable to work with children.
- 23.4 Once a matter has been referred to the LADO, the Designated Safeguarding Lead will take part in an initial discussion with the LADO to consider whether there is evidence or information that establishes that the allegation is false or unfounded. Where this is the case, the matter will be taken no further.
- 23.5 If the allegation is not patently false, and there is cause to suspect that the child is suffering or likely to suffer significant harm, the LADO may convene a strategy discussion meeting in order to consider a way forward. The Executive Principal, Deputy Principal and/or the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will attend the meeting.
- 23.6 If there is no cause to suspect that significant harm is an issue, but a criminal offence may have been committed, the LADO will inform the police and convene a strategy discussion meeting to decide whether a police investigation is needed. The Executive Principal or Deputy Principal will attend the meeting.
- 23.7 Where the initial consideration resolves that the allegation does not involve a possible criminal offence but may involve a breach of the Sixth Forms Code of Conduct for staff, the Sixth Forms Disciplinary Procedures will be invoked and followed, after due discussion with the LADO.
- 23.8 If the allegation requires a police investigation to be undertaken, the Executive Principal, Deputy Principal and Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will provide appropriate support if requested to do so by the police.
- 23.9 Upon conclusion of any case of allegations of abuse by staff, the Executive Principal or Deputy Principal or Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will consult with the LADO as to whether or not it is appropriate to pass details of the staff member involved on to the Independent Safeguarding Authority, which deals with maintaining lists of individuals considered unsuitable for working with children.
- 23.10 The Sixth Forms will not, under any circumstances, enter into a 'compromise agreement' with any member of staff who is the subject of an allegation of abuse against a child. A 'compromise agreement' is an agreement by which a person agrees to resign and the Sixth Forms agrees not to pursue disciplinary/reporting action related to an allegation of abuse.
- 23.11 It is recognised that staff who are accused of abuse against a child are likely to experience considerable stress, and that this will usually be compounded where such an allegation is false. As a caring employer, the Sixth Forms will always strive to provide appropriate

support for staff who are the subject of such allegations. However, the safeguarding of children must always remain paramount.

24 Monitoring the Implementation and Effectiveness of the Policy

- 24.1 All staff at the Sixth Forms are responsible for the implementation of the policy. This will be outlined to staff as part of their induction and via staff meetings and INSET.
- 24.2 All staff are provided with updated training concerning safeguarding and are made aware of Christ the King's processes/procedures.
- 24.3 The extent to which the procedures contained in the policy are being followed by staff will be reviewed on an annual basis by the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads and other appropriate staff. The effectiveness of the policy in meeting the needs of students will be similarly reviewed. As part of the process, input will be obtained from individual staff members who raised or became aware of child protection issues during the course of the year.
- 24.4 Suggestions for amendment of the content or implementation of the policy will be discussed by SLT on an annual basis, prior to being taken to a meeting of the Governing Body for approval.
- 24.5 A report outlining a review of the implementation of the policy will be taken to a meeting of the Governing Body on an annual basis. The report will address the ways in which:
- The requirements of relevant legal frameworks and guidance are being met.
 - The processes and procedures are clearly described and are still relevant.
 - The arrangements for briefing and training staff are being implemented and are effective.
 - The cases relating to child protection have been effectively managed or that lessons have been learnt where they have not been effectively managed and any necessary changes have been implemented.

25 Recruitment and Selection Procedures

- 25.1 The Sixth Forms has in place recruitment procedures which will ensure that every care is taken to ensure that children are protected.
- 25.2 The recruitment procedures will apply to all staff and volunteers within the Sixth Forms who may work with children. The recruitment procedures will include the following:
- Identity check.
 - The post or role will be clearly defined.
 - The key selection criteria for the post or role will be identified.
 - Obtaining professional and character references.
 - Verification of previous employment history.
 - An Enhanced Disclosure and Barring Service (DBS)/List 99 check whilst maintaining sensitive and confidential use of the applicant's disclosure.
 - Use of a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks).

- 25.3 An Enhanced DBS check will be carried out on all staff members every 5 years. Where a staff member has been promoted internally an Enhanced DBS check will be undertaken as part of their new role. This will occur regardless of whether or not it has been less than 5 years since their most recent check.

Date Approved: October 2021
Next Review Date: October 2022



Safeguarding Young People Anti-Bullying Statement (Document B)

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of Christ the King Sixth Forms.

1 Introduction

1.1 Bullying involves the abuse of power. It destroys self-esteem and clearly undermines our mission at Christ the King Sixth Forms.

1.2 Bullying is behaviour that consciously causes distress, either mental or physical, to others by hurting them with words or actions, or by making them feel humiliated, excluded, frightened or threatened. Bullying may take various forms:

- **Physical** (e.g. pushing, kicking or taking belongings).
- **Verbal** (e.g. name calling, spreading rumours). It is a form of verbal bullying to write notes, to make phone calls or to send electronic messages or images that are offensive, hurtful, or worrying.
- **Emotional** (e.g. unfriendliness, ignoring, tormenting, abusive looks or gestures).
- **Passive** (e.g. not informing, not telling, not getting help). Passive bullying may reinforce the power of the bully and makes the bystander partly responsible.
- **Cyber bullying** (e.g. via the use of the internet, social media, mobile phone or computer apps, or through email).
- **Sexual** (e.g. unwanted conduct of a sexual nature including both online and offline comments, requests for indecent acts or images, sexual jokes or taunting, physical behaviour such as deliberately brushing against someone or interfering with someone's clothing and online sexual harassment, including the sharing of indecent images or videos).

1.3 All forms of bullying are unacceptable and will not be tolerated at Christ the King Sixth Forms. We will actively seek to:

- Create an atmosphere that allows students to talk openly and confidently about their concerns.
- Encourage our students to develop positive and co-operative relationships with each other.
- Treat allegations of bullying seriously, supporting students who experience bullying and working with perpetrators and bystanders to change their behaviour.
- Promote our zero-tolerance approach via continued reinforcement across all areas of the curriculum.

It is the duty of everyone who sees or suspects an instance of bullying, or potential bullying to act to stop it. This duty applies to **all** members of the Sixth Forms community.

2 Responsibilities

2.1 Governors are responsible for ensuring that:

- The Sixth Forms Anti-Bullying Policy is reviewed and approved on an annual basis.
- Training in matters related to bullying and its consequences feature in the Sixth Forms Development Plan.
- They are aware of the corporation's legal responsibilities in relation to Child Protection and Welfare legislation.

2.2 The Senior Management team are responsible for ensuring that:

- There is a positive and inclusive ethos in the Sixth Forms.
- They are aware of the Sixth Forms legal responsibility to oversee the welfare and safety of all students.
- The Anti-Bullying Policy is implemented across the Sixth Forms in a consistent manner.
- Staff, students and other members of the Sixth Forms community are aware of their responsibilities under the policy.
- Appropriate action is taken in response to incidents of bullying.
- Opportunities for training in relation to anti-bullying measures and the consequences of bullying are available to all staff.

2.3 The Head of Hall/Senior Student Mentor, led by the Deputy Designated Safeguarding Lead and Designated Safeguarding Lead are responsible for ensuring that:

- Students are informed of their duty not to bully, harass or intimidate others, and that they must report bullying if they witness or encounter it. This includes all forms of bullying and harassment whether physical, verbal or via electronic means such as email or social network sites and messaging services.
- 10:10 Tutors are clear as to their duty to help stop incidents of bullying should they witness or be informed of any, and that they must report any disclosure of bullying to other relevant staff.

- Appropriate action is taken in response to incidents of bullying.
 - Parents are kept informed, as appropriate, of any action taken in relation to bullying involving their son/daughter.
- 2.4 In addition to the above, Assistant Principals for Character and Wellbeing are responsible for ensuring that:
- Heads of Hall/Senior Student Mentor are supported in their role and that action taken in response to bullying is appropriate and consistent.
 - The Deputy Principal is kept informed of complex or particularly serious incidents of bullying.
- 2.5 All staff are responsible for ensuring that:
- They act to stop incidents of bullying they encounter or witness. This responsibility is not limited to activity that takes place on the Sixth Forms site, but includes events that may happen with students whilst on visits or residential trips, or on journeys to and from the Sixth Forms.
 - They report instances of bullying that are brought to their attention. Such information should be passed to the Head of Hall/Senior Student Mentor and the 10:10 tutor of the student/s concerned.
- 2.6 All students are responsible for ensuring that they:
- Behave in an appropriate manner at all times.
 - Do not deliberately cause other students to feel threatened, harassed or excluded, or engage in any activity that could be regarded as bullying. This includes activity on social networking sites or messaging services which causes offence or hurt to others.
 - Report any instances of bullying they encounter or witness to a member of staff at the Sixth Forms.
- 2.7 Parents are responsible for ensuring that they:
- Report to a member of staff any concerns or information they have regarding alleged bullying at the Sixth Forms.
 - Contact a 10:10 tutor if they wish to discuss any matters or concerns related to their son/daughter's welfare or progress at the Sixth Forms.

3 Procedures and Consequences

- 3.1 Where incidents of bullying are reported or observed, the Sixth Forms will take appropriate action to ensure that the situation is addressed.
- 3.2 If a student discloses to a member of staff that they are being bullied or that bullying is taking place, the member of staff will listen carefully and take a record of the main points. This information will then be passed to the relevant Head(s) of Hall/Senior Student Mentor. Where it would be appropriate to do so, the information will also be passed to the 10:10 tutors of those concerned.
- 3.3 In speaking with students who have disclosed an incident of bullying, staff will adhere to the Sixth Forms approach to confidentiality. This means that confidentiality will be

respected unless there is a clear risk of harm to the student or to others. This will be explained to students when making the disclosure.

- 3.4 All reports of alleged bullying will be investigated. The investigation will normally be undertaken by the relevant Head of Hall/Senior Student Mentor. However, in particularly complex situations this may be referred to the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead or Deputy Principal to action.
- 3.5 The investigation into incidents of alleged bullying will involve speaking with each of the individuals concerned: victim, perpetrator and bystander. Each will usually be asked to write an account of what happened. The parents / or other family member over 18 of students involved may also be asked to attend the Sixth Forms to discuss the situation.
- 3.6 The Head of Hall/Senior Student Mentor concerned, the Deputy Principal or Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will decide what action to take and what sanctions to impose.
- 3.7 Sanctions may include temporary exclusion from specific areas of the Sixth Forms, temporary exclusion from the whole of the Sixth Forms site or, in particularly serious incidents, recommendation for permanent exclusion from the Sixth Forms.
- 3.8 Any decision to permanently exclude a student will be made by the Deputy Principal/Executive Principal.

Victims of bullying will be offered support from appropriate Christ the King staff and services. This may include 10:10 tutors, subject teachers, Chaplaincy, or Heads of Hall/Senior Student Mentor. Reference may also be made to relevant external agencies.

- 3.9 Perpetrators of bullying will be warned as to the serious consequences of their actions both for themselves and for other members of the Sixth Forms community. They will be encouraged to understand the impact that such behaviour has and will be told of the Sixth Forms zero tolerance approach to bullying. Where appropriate they will also be offered support from the Sixth Forms services including Chaplaincy, the Counselling Service or from Heads of Hall/Senior Student Mentor.
- 3.10 Parents will be kept informed of progress and decisions taken.
- 3.11 A record of the incident and action taken will be placed on the file of all students involved.

4 Prevention

- 4.1 Christ the King encourages an ethos and environment in which everyone respects, supports and affirms the dignity of others.
- 4.2 The Catholic ethos of the Sixth Forms is reinforced at the outset by the Chaplaincy team. Bullying is implicitly referred to during the Chaplaincy induction programme which embraces spirituality, relationships, responsibility and gift of self.
- 4.3 The Sixth Forms encourages heightened awareness and vigilance of bullying within our community and recognises that early intervention is always the best approach.
- 4.4 Christ the King recognises that students differ in their susceptibility to peer pressure, bullying and low self-image and self-esteem. All students who report incidents of bullying will be taken seriously.

- 4.5 Curriculum areas provide opportunities to explore, both directly and indirectly, bullying and related academic themes.
- 4.6 The Pastoral Programme makes explicit reference to bullying; specific examples of such reference may include area meetings, 10:10 tutorial sessions or targeted materials. Specific reference is made to cyber bullying, the harm it can inflict, and the unacceptable nature of such activity.
- 4.7 All students have a minimum of three one-to-one interviews with their 10:10 tutor across the academic year where students are given the opportunity to speak openly about any issues that may be troubling them. This also provides an opportunity to raise any bullying related concerns with students.

5 Bullying - Advice to students

- 5.1 Students have a right to expect a supportive, caring and safe learning environment at Christ the King. When they do not experience this and are being bullied, it is not always easy for a student to seek help. All students should feel able to tell any member of staff if they are being bullied and expect to receive a constructive response. All reports of bullying will be treated seriously and dealt with appropriately.
- 5.2 A variety of services are available to help any students who are facing the problem of bullying. As well as classroom teachers and 10:10 tutors, students can approach the student services team, Heads of Hall/Senior Student Mentor, learning support staff, the Chaplaincy, and the Sixth Forms Counsellor.
- 5.3 Literature providing general and specific advice is available from the Chaplaincy, the Sixth Forms Counsellor and the LRC. Reference to the Sixth Forms stance on bullying is also explained to students during their induction and is the subject of a whole unit in the 10:10 tutorial programme.
- 5.4 If a student is experiencing bullying – or knows that someone else is – they should tell the adult of their choice (teacher or support staff) as soon as possible. This report will be passed on to the relevant Head of Hall/Senior Student Mentor as appropriate and dealt with sensitively.
- 5.5 Christ the King recognises that students being bullied can be afraid to report the matter for fear of their reputation, escalation or reprisal. Christ the King has a zero tolerance to bullying and will deal with the matter in consultation with the student concerned and the adults with whom they live, where appropriate.
- 5.6 Parents are encouraged to contact the Sixth Forms if they have any fears about bullying that may be taking place at the Sixth Forms. An appropriate and sensitive approach will be taken in all cases.

Safeguarding Young People Security of Students (Document C)

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of Christ the King Sixth Forms.

1 Introduction

- 1.1 Christ the King Sixth Forms aims to ensure that it creates and maintains a secure environment for all students, staff and visitors.
- 1.2 In seeking to give effect to this aim the Sixth Forms recognises that the security of its community relies upon:
 - An appropriately secure site.
 - The effective control of entry to and from the site.
 - The creation and maintenance of a culture where violence or threats of violence are not tolerated.
 - A zero-tolerance approach to the carrying or use of offensive or highly dangerous weapons.
 - Excellent communication links between the Sixth Forms and all other stakeholders.
 - Addressing security issues with individuals where appropriate, and the inclusion of such issues in the education programmes of all students.
 - The use of early intervention and prevention measures by staff and other members of the community.

2 Security on Site

- 2.1 Christ the King maintains a secure physical environment in which students can achieve their full potential. This includes ensuring that all external fences and gates are kept in a

good state of repair, are sufficiently robust and that gates are locked when the Sixth Forms is closed.

- 2.2 Security guards are employed or contracted by the Sixth Forms to ensure that the identity of all people entering or leaving the site is ascertained and that there is a legitimate reason for them being on site.
- 2.3 All students are issued with an identity card. This will usually occur as part of the induction process. The cards must be shown upon entry at the Sixth Forms gate and can be requested to be seen by any member of staff without any reason being given. Students are informed of this via the induction programme and at area meetings throughout the year.
- 2.4 Inspection of student identity cards is overseen at the Sixth Forms gate by the Security Guards. Students failing to show a valid card are challenged and may be issued with a temporary card where appropriate. Permanent new cards can be requested by students who have lost them, and a £5 fee will be charged for this. Students refusing to show their identity card may be suspended from the Sixth Forms.
- 2.5 Temporary identity cards issued to students will be handled by a permanent security guard who will validate the student's identity prior to issuing of the card. Should an inexperienced or short-term security guard be on duty when a temporary pass is requested, a permanent guard or a senior staff member will be called to issue the temporary identity card to the student.
- 2.6 Any incident involving a breach of our security at any site will be immediately shared with all Deputy Principal and the Executive Principal as well as the Head of Security to ensure that appropriate action is taken at all sites in the light of any lessons learnt from such a breach.
- 2.7 All visitors are issued with visitor badges that must be worn in a visible manner at all times whilst on site.
- 2.8 Christ the King uses a CCTV system which operates throughout each site. Cameras are placed in strategic areas in and around the buildings so that any security or behavioural incidents can be followed up with those concerned. The system also helps to reassure members of the community that security is a very high priority at the Sixth Forms.
- 2.9 Throughout the day, and particularly at break time, lunch time and at the end of the afternoon lesson, security guards patrol the building to help oversee the management of students. In doing this the profile of the guards is raised with students and this helps to ensure the maintenance of a safe and secure environment.
- 2.10 Senior staff patrol the building at break time, lunch time and at the end of the afternoon lesson. This is organised on a rota basis, and helps to ensure that the behaviour of students is overseen effectively.
- 2.11 A duty rota for incident management is in operation throughout the day whereby senior staff deal with any issues concerning breaches of Sixth Form rules by students or help to support students as appropriate. This system ensures that any matters which arise are dealt with quickly and in a consistent manner.

3 Management of Larger Scale Incidents

- 3.1 It is very unusual for larger scale incidents of disturbance or student misconduct to take place at the Sixth Forms. This reflects the proactive management of students on all sites and the zero-tolerance approach that is taken to incidents which impact upon student learning or wellbeing. However, on the rare occasions where such incidents may take place an agreed procedure is used.
- 3.2 Security cameras are used to monitor activity in areas of the Sixth Forms where students gather. This includes the dining rooms, corridors, outside play areas and main entrances to the sites. Cameras are used to identify early signs of any difficulties that may arise. This allows staff to attend the area very quickly.
- 3.3 Senior staff and members of the security team patrol the buildings to ensure students comply with the Sixth Forms behaviour standards. Such staff will intervene in a safe, considered manner to prevent or defuse disturbances or difficulties that may have arisen.
- 3.4 Senior staff and members of the security team use CTK radios to communicate and call for assistance where necessary.
- 3.5 All teaching and support staff are aware of the duty rota and security team system so that an appropriate level of staff presence can be made available to deal with any significant incident.
- 3.6 The priority when attending an incident is to establish control and keep students safe. This involves identifying the main perpetrators and/or victims as well as removing all other students from the area in a clear, controlled manner.
- 3.7 The main perpetrators and/or victims will be managed by senior staff who will ensure that the situation giving rise to the disturbance is brought to an end.
- 3.8 The Sixth Forms disciplinary processes will be used, as appropriate, in taking any follow up action with the students concerned.
- 3.9 Where an incident has taken place outside of the Sixth Forms gates which places students in danger, the police will be contacted and asked to attend.
- 3.10 Follow up action with the main perpetrators and/or victims will take place as outlined above. This reflects the seriousness with which the Sixth Forms views violent or threatening behaviour and the thorough approach that is taken to investigating all such outcomes.
- 3.11 In all cases where students have been a perpetrator in a serious or larger scale disturbance appropriate disciplinary action will be taken which may include suspension, parental meetings or exclusion from the Sixth Forms.

4 Violence or Threats of Violence

- 4.1 The Sixth Forms will not tolerate violence or threats of violence from or towards any member of our community. All students are informed of this as part of their induction programme and are reminded via their 10:10 tutor and in area meetings.
- 4.2 Where a violent incident or any incident which has an express or implied threat of violence occurs, the Sixth Forms will act quickly to ensure the safety of anyone who may be affected by it.

- 4.3 Where a student has acted in a violent or threatening way towards another student or other member of the Sixth Forms community this will usually lead to an automatic suspension. The student concerned will not be allowed to return to the Sixth Forms until the matter has been thoroughly investigated by a senior member of staff and the parents or other family member over 18 of the students have attended a meeting to discuss the situation. Where it is deemed appropriate by the senior member of staff involved, the student may be allowed to return to the Sixth Forms. If the incident is regarded by the senior member of staff sufficiently serious as to warrant a recommendation for permanent exclusion, this will be made to the Deputy Principal in accordance with the Student Exclusions Policy.
- 4.4 Where appropriate, counselling or other support is offered to students who have perpetrated acts/threats of violence against others.
- 4.5 Students who have been the victim of violence or threats of violence are offered counselling or other support as is appropriate.

5 Offensive Weapons

- 5.1 The Sixth Forms operates a zero-tolerance approach to the carrying of offensive or highly dangerous weapons.
- 5.2 The definition of offensive or highly dangerous weapons includes firearms, replica firearms, knives, corrosive liquids or any other article which, in the view of the Sixth Forms, is being carried or kept for the purpose of causing harm to others.
- 5.3 Any student found to be in possession of an offensive or highly dangerous weapon will automatically be excluded from the Sixth Forms.
- 5.4 The Sixth Forms will inform the police of any incidents concerning offensive or highly dangerous weapons.
- 5.5 Students are informed of the Sixth Forms stance on the possession of offensive and highly dangerous weapons as part of the induction process and are reminded via their 10:10 tutor and in area meetings during the course of the year.
- 5.6 Students who are concerned about issues related to the possession of offensive or highly dangerous weapons are encouraged to speak to a member of staff, including either their 10:10 tutor, one of their teachers, the security manager, the CTK counsellor or one of the Chaplaincy team. Support is provided for students in the form of guidance, advice, referral to specialist external agencies and a listening ear facility. Specific bespoke support may also be provided as appropriate.
- 5.7 Information regarding the dangers posed by offensive or highly dangerous weapons and the consequences of possessing them is available to students as part of the 10:10 tutorial programme. The range of information available and the methods by which it is presented to students is reviewed throughout the year by the pastoral team, led by the Assistant Principal responsible for Character and Wellbeing on each site.

6 Measures to prevent harm to students

6.1 Christ the King fosters the creation of a culture where violence or threats of violence are not tolerated either within the Sixth Forms grounds or in the wider community. It achieves this through the implementation of a range of measures including:

- A clear focus on the development of the whole person including academic achievements as well as the social, spiritual and moral development of all students.
- Effective staff supervision of public spaces within the Sixth Forms including the diner, recreational areas and the Learning Resources Centre.
- To ensure the safety of all students at CTK we implement a policy of random searches. These are undertaken in the presence of the Executive Principal, site Principal or Assistant Principal or another senior delegated staff member. A search will include bags carried by the student or lockers used by them. Searches will also be carried out in the presence of two staff.
- Vigilance by staff to any suggestions or signs that security issues may arise. This includes the presence of senior staff outside of the Sixth Forms gates at key times during the day, the following up of all instances of poor behaviour including what may appear to be minor disputes between students, following up any information received from students or staff that there may be a potential difficulty about to arise, and the proactive use of the security manager in watching for signs of unrest/concern among students.
- Challenging inappropriate behaviour and language by students including the use of 'street' slang and the wearing of any clothing associated with gang culture.
- Providing students with a programme of study, including 10:10 tutorial provision, which includes specific reference to, and information regarding, personal safety and security issues affecting children.
- Participation by the Sixth Forms in local and national schemes aimed at informing children about safety issues.
- Promoting and developing the role of the 10:10 tutor, Chaplaincy and other services in proactively supporting students with regards to security and safety issues.
- Working closely with outside agencies including the police and the local authority to share information and help to inform and educate students in generic or specific areas connected to safety and wellbeing.
- Ensuring that all staff at the Sixth Forms are kept informed via briefings, meetings or in an electronic format about any specific or general concerns regarding security incidents. This includes incidents that have already taken place as well as those which have the potential to arise.
- Providing INSET for staff on matters related to security.

7 Communication with Key Stakeholders

7.1 Key stakeholders concerned with the safety of students at Christ the King include parents, staff, governors, the local authority, the police and partner/other schools.

7.2 Christ the King works with all key stakeholders to promote the safety and security of students.

7.3 Effective communication with parents is often critical in providing appropriate support for individual students. The Sixth Forms informs parents of any concerns regarding the safety of their son/daughter that may arise, providing this does not contravene the Child Protection Policy. Communication with parents will either take the form of a telephone

call, MS Teams call, letter home or a meeting arranged with a member of staff. All telephone calls or meetings, will generally be followed up by a letter from the member of staff concerned or a note placed on the pastoral log.

- 7.4 Where a parent raises a concern about the safety of their son/daughter this is followed up by a Head of Hall/Senior Student Mentor and the outcomes communicated to the parents.
- 7.5 Governors are kept informed of any incidents that occur relating to security of students via meetings which take place throughout the year.
- 7.6 Governors will also be informed of measures taken to promote the security of students via reports from the Deputy Principal on curriculum and student related matters.
- 7.7 The Sixth Forms works with partner and other schools to promote student welfare by sharing information regarding security-related incidents as appropriate. This includes information on gang related activity, incidents of violence or threats of violence and any measures taken to avoid or alleviate safety related problems.
- 7.8 Where appropriate, the Sixth Forms will participate in local authority and police schemes aimed at raising awareness of the danger presented by violent crime/threat of crime. This may also include the sharing of information about specific incidents. In doing this the Sixth Forms will help to cement important relationships with these key stakeholders for the benefit and safety of all students.

8 Staff responsibilities

- 8.1 All staff have a responsibility for helping to oversee the safety and well-being of students at the Sixth Forms.
- 8.2 As part of their responsibility towards students, staff will challenge all students found to be in breach of the Sixth Forms rules or displaying inappropriate behaviour and take action to resolve the situation where this is deemed necessary.
- 8.3 Where an incident occurs, which involves violence or the threat of violence staff should do all that is reasonable to stop or alleviate the situation, but should not place themselves at risk of physical harm. Where necessary, the staff member should call for assistance and ask for the police to be notified.
- 8.4 The Deputy Principals, Assistant Principals for Character and Wellbeing, along with Heads of Hall/Senior Student Mentor should be notified of all incidents involving violence or threats of violence that occur involving students. An Incident Report Form should be completed and circulated to all relevant parties. The student log should also be updated.
- 8.5 All incidents of violence/threats of violence are investigated and followed up with appropriate action taken. The investigation should be conducted by a senior member of staff, which may include an Assistant Principal, Head of Hall/Senior Student Mentor.
- 8.6 Parents or family member over 18 will be informed of any serious incident involving their son/daughter by the relevant senior manager conducting the investigation. A copy of any letter sent will be uploaded onto the student ProMonitor page. The student log should also be updated.
- 8.7 Overall responsibility for the security of students rests with the Deputy Principal, supported by all other members of the Senior Management Team.

8.8 An Annual report analysing all incidents of violence, and action taken, is produced for each site and used to inform a review of the Sixth Forms procedures.

9 Governors' responsibilities

9.1 Governors are responsible for overseeing the implementation of the Sixth Forms mission statement which includes ensuring that students are kept safe whilst on site.

9.2 In exercising their duty Governors work closely with the Sixth Forms managers to ensure that appropriate safeguarding procedures are in place and that implementation of the procedures is monitored effectively.

10 Use of force and restraint

10.1 All members of staff (i.e. any person who works at the Sixth Form, whether or not as its employee, including teaching and support staff and contractors) have the explicit power to use reasonable force to restrain students (as covered by the Section 165 of the Education Inspections Act 2006).

10.2 In exercising their duty, Governors work closely with the Sixth Forms leaders and managers to ensure that appropriate safeguarding procedures are in place and that implementation of the procedures is monitored effectively. Under normal circumstances staff exercising physical restraint should have received appropriate training. However, there are events when untrained staff may exercise intervention in order to prevent injury to themselves or others.

10.3 Staff can only use force where they and the student are on the Sixth Form premises or its immediate surroundings if an incident overflows, or where they are off the Sixth Forms premises but in lawful control of the student. In this context these are examples but this is not an extensive list: in the surrounding area of the Sixth Form, outside of the CTK site, on a visit or residential.

10.4 Members of the Public who are not linked to the Sixth Form are outside the scope of this statement. However, the common law right of any citizen, in an emergency, to use reasonable force in self-defence, to prevent another person being injured or their property being damaged remains

10.5 There are a wide variety of incidents in which reasonable and proportional force might be appropriate, or necessary, to control or restrain a student. There is no legal definition of 'reasonable' force so it is not possible to set out comprehensively when it is acceptable to use force, or the degree of force that may be reasonably used. It will always depend on all the circumstances of the case. Generally, there are three main categories:

- i. Preventing a student from committing a criminal offence
- ii. Where action is necessary in self-defence or because there is an imminent risk of personal injury to any person, for example:
 - There is danger to yourself.
 - A student attacks a member of staff or another student
 - Students are fighting.
 - A student is running in a corridor or on a stairway in a way in which he or she might cause an accident likely to injure him/herself or others.
 - A student is causing, or at risk of causing, injury or damage, by out of control behaviour or the misuse of objects.

iii. Where a student is behaving in a way that is seriously disruptive either during a teaching session or elsewhere and is not responding to verbal instructions, for example:

- A student persistently refuses to obey an instruction to leave the classroom
- A student behaving in a way that is seriously disrupting a lesson
- A student blocks a doorway to prevent others from leaving the room
- A student is using a mobile 'phone to disrupt a lesson (a member of staff could forcibly confiscate the phone by removing it from a hand or desk but could not lawfully search the learner for the phone.)
- Where a student is in danger and not following instructions

10.6 A member of staff should call for assistance from, for example, the site Security staff, the Duty Manager, or a senior member of staff or the nearest available colleague. Physical intervention can take several different forms. Approaches that will generally be considered reasonable include:

- Physically standing between students
- Blocking a student's path
- Guiding a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back
- Holding. (This term is taken to include only the sort of hold a reasonable parent might use with his / her child, it does not refer to specific techniques of physical restraint that in untrained hands may pose a risk of injury)
- Pushing. (This is specifically included in the DfES Circular; however, general advice would be that the only form of pushing that is appropriate, other than as a last resort in cases of immediate risk to life or serious injury, would be where reasonable force was used to resist someone's movement rather than the kind of forceful push that could cause a person to fall over with unpredictable results)
- Restraining a student by using more restrictive holds than those listed above and for which specialist training has been given.

10.7 Staff should not act in a way that might reasonably be expected to cause injury, for example:

- Holding a student around the neck or by the collar or in any other way that might restrict their ability to breathe
- Slapping, punching or kicking a student
- Twisting or forcing limbs against a joint
- Holding or pulling a student by the ear or hair
- Applying pressure to the neck, chest, abdomen or groin areas
- Forcing a student to the ground or holding them face down on the floor
- Using clothing or belts to restrict movement

In extreme circumstances of self-defence, the above restrictions would not apply. Staff should always avoid touching or holding a student in a way that might be considered indecent or could be interpreted as sexually inappropriate conduct. Under no circumstances should force be threatened or used as a punishment.

- 10.8 Physical intervention should only be used in the best interests of the person with physical and or learning disabilities and whenever possible undertaken under the supervision of teaching staff. Where it is known that a student is prone to exhibiting challenging behaviour physical intervention strategies should be individualised and risk assessed and subject to regular review by teachers and/or other specialist staff, for example those providing learning support.
- 10.9 It is essential that staff keep a detailed, written report of any occasion where force is used. The member of staff concerned should also report the incident at the earliest opportunity to the site Deputy Principal or Assistant Principal. The written report should be provided as soon as possible after the incident and should include the following:
- The name of the student involved and when/where the incident took place
 - The names of any other staff or students who witnessed the incident
 - The nature of the incident
 - The reason that 'force' was necessary
 - How the incident began and progressed, including details of the student's behaviour
 - What was said by those involved, steps taken to diffuse the situation
 - The degree of force used, how that was applied and for how long
 - The student's response
 - Details of any injury suffered by the student, other students, staff or any damage to property
 - Subsequent actions including those related to the welfare of the student and staff involved
 - Information given to other staff, parents and external agencies
- 10.10 Incidents involving the use of force can cause parents great concern. The Deputy Principal or Assistant Principal should consider at what stage the parents should be informed and given the opportunity to discuss the incident. Where it may be relevant discussions may also involve safeguarding head(s). Any injuries should be reported and recorded in accordance with normal Sixth Forms procedures. In accordance with RIDDOR the Sixth Forms should report relevant incidents to the Health and Safety Executive. If any Incident results in a complaint that excessive force was used, this should be urgently investigated using the complaints procedures, including taking advice from the respective Local Authority Safeguarding Children Board.



CHRIST THE KING + SIXTH FORMS

Use of force and restraint form

| Person Upon who force was used: | | |
|--|---|--------------------------|
| Name | Home Address | |
| Enrolment Number | Date of Birth | |
| Staff member directly involved: | | |
| Name | Job Title | Contact Telephone Number |
| Person (s) Witness of Event: | | |
| Name | Job Title | Contact Telephone Number |
| Date of Event | Time | Location |
| How did the incident began and progress, including details of the student's behaviour | | |
| What was said by those involved, steps taken to diffuse the situation | | |
| The degree of force used, how that was applied and for how long | | |
| How did the student respond? | | |
| Details of any injury suffered by the student, other students, staff or any damage to property | | |
| Subsequent actions including those related to the welfare of the student and staff involved | | |
| Information given to other staff, parents and external agencies | | |
| Information must be passed to all of the following people: | Designated Safeguarding Lead (DSL) | YES/NO |
| | Deputy Designated Safeguarding Lead (DDSL) | YES/NO |
| | Deputy Site Principal | YES/NO |
| | Executive Principal | YES/NO |
| | DSL/DDSL Attached record to student profile | YES/NO |



Safeguarding Young People Misuse of Drugs and Alcohol Policy (Document D)

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of Christ the King Sixth Forms.

1 Introduction and policy statement

- 1.1 Christ the King Sixth Forms are dedicated to meeting the personal and educational needs of all students and this entails providing the highest level of academic and pastoral support.
- 1.2 In creating a supportive and appropriate learning environment the Sixth Forms strongly opposes the possession or use of alcohol as well as all illegal substances, both on and off the Sixth Forms site. It also opposes the misuse of legal drugs including what were previously referred to as "legal highs". "Legal highs" are now referred to as New Psychoactive Substances (NPS).
- 1.3 The Sixth Forms will not permit or condone the possession, selling or passing on of any illegal substances on its premises or at any other venue/event where Sixth Forms activity is taking place. This includes within the local community and neighbouring streets. If a student refuses to be searched then the police will be called.
- 2.3 Students found to be acting in contravention of paragraph 1.3 of this policy in relation to illegal substances will be recommended for permanent exclusion from the Sixth Forms.
- 2.4 The Sixth Forms does not permit students to bring alcohol or NPSs on site at any time and does not allow the consumption of alcohol on site whilst Christ the King is in session.
- 2.5 Students found to be in possession of alcohol or NPSs will have the relevant items confiscated and will be suspended from the Sixth Forms. The suspension will not be lifted

until a meeting has taken place with the parents/family member over 18 of the students concerned. Students found to be in possession of alcohol or NPSs on more than one occasion will be considered for permanent exclusion.

- 1.7 Students found to be in possession of any paraphernalia associated with the use of drugs or NPS will be treated in the same manner as those found in possession of drugs.

2 Education and Information

- 2.1 Christ the King recognises the importance of high quality and accurate information as a means of educating children on the dangers of becoming involved with legal or illegal drugs and with alcohol.

- 2.2 The drugs and alcohol education and information provided at the Sixth Forms will include:

- 10:10 Tutorial input from teaching staff using materials specifically aimed at 16-19-year-old students.
- Referral to specialist outside agencies where appropriate.

- 2.3 Staff training in relation to legal and illegal drugs and to alcohol education and information will be provided, and will focus on, where appropriate:

- Whole staff education and training.
- Staff with particular responsibility for supporting students who may be affected by drugs, alcohol and/or related issues.

3 Support for students with drugs or alcohol related issues

- 3.1 Christ the King is committed to giving support and advice on any drug or alcohol related issue, where it is appropriate to do so. Students are actively encouraged to approach a member of staff where they have any concerns related to legal or illegal drugs or the drinking of alcohol.

- 3.2 Staff who are approached by a student concerned about a drugs or alcohol related issue should inform the relevant Head of Hall/Senior Student Mentor within twenty-four hours. Staff may also refer students to a member of the Chaplaincy team or to the Sixth Forms Counselling service for an initial discussion.

- 3.3 Staff who are approached by a student concerning a drugs or alcohol related issue must break student confidentiality where there is a risk to the student or a third party.

- 3.4 It is recognised that staff need to build trust to support students. However, it is the Sixth Forms policy to share information sensitively as this safeguards the whole community. It is, therefore, important that students are informed at the outset about the degree of confidentiality to expect.

- 3.5 Where concerns regarding suspected drug or alcohol abuse arise from observation of performance and behaviour over a period of time, but the student has not sought support, an interview should be arranged with the relevant Head of Hall/Senior Student Mentor in order to invite the student to discuss the matter.

Where appropriate, the Head of Hall/Senior Student Mentor should inform the student of the support provided by the Sixth Forms Counselling service at the Sixth Forms.

- 3.6 Students will be referred to specialist outside agencies for advice and counselling where Christ the King is unable to support their needs.

4 Dealing with Drug or Alcohol Related Incidents.

- 4.1. Where a student has collapsed, staff should:

- Deal with the first aid issues following the Sixth Forms First Aid Procedures.
- Inform the Executive Principal, Deputy Principal or Assistant Principal responsible for Character and Wellbeing I who will arrange for the parents or other family member over 18 of the students to be contacted.
- Complete an incident form.
- Initiate disciplinary procedures at a later stage, where appropriate.

- 4.2 Where a student has arrived under what appears to be the influence of drugs or alcohol, staff should:

- Seek advice from a First Aider.
- Contact the Assistant Principal responsible for Character and Wellbeing or Deputy Principal or Executive Principal.

If the student is to be sent home, the relevant senior member of staff will ensure that they are escorted, and that someone will be there to receive them.

If the student is to remain in the sixth forms, the relevant senior member of staff will ensure that they are in a room where they can be kept under surveillance.

Disciplinary procedures may be initiated against the student at a later stage.

- 4.3 Where a student has been observed taking or using an NPS or an illegal substance, staff should:

- Gain the support of at least one other member of staff or security officer (if possible) before approaching the student.
- Ascertain the identity of the student.
- Where it is possible and safe to do so, the members of staff and/or security officer should confiscate any evidence of illegal substances or NPSs.
- The relevant Head of Hall/Senior Student Mentor, and Executive Principal, Deputy Principal and or Assistant Principal with responsibility for Character and Wellbeing should be informed as soon as possible.
- The relevant senior manager should arrange for the student to be interviewed and the main points of the discussion noted down.
- In line with DfE guidelines, members of staff should not conduct a personal search of the student, although the student should be encouraged to voluntarily hand in any illegal substances they may have in their possession.
- Should a student refuse to be searched the police will be called.
- The Executive Principal, Deputy Principals and the Assistant Principals have the authority to search students for prohibited items – although every reasonable attempt should be made to gain the consent of the student before doing so. In the absence of those staff, a search may be carried out by the Assistant Principal with

responsibility for Character and Wellbeing on each site. Any such search may also include bags carried by the student or lockers used by them. Any search should be carried out in the presence of another member of staff.

- Should a student be witnessed trying to conceal items under clothes prior to a search, the police may be contacted to search the student at the discretion of the Deputy Principal.
- Once a student has been interviewed the relevant Head of Hall/Senior Student Mentor, the Executive Principal, Deputy Principal, or Assistant Principal with responsibility for Character and Wellbeing should suspend the student pending an investigation.
- Where the investigation confirms that the student was using or taking prohibited substances on site, they will be recommended for permanent exclusion from the Sixth Forms.

4.4 Where an illegal substance or drugs related equipment is found on site, staff should:

- Contact, Executive Principal, Deputy Principal, or Assistant Principal with responsibility for Character and Wellbeing who will investigate. Any substance/equipment found will be destroyed by the Director of Security after the investigation.
- Record the matter using an Incident Report Form and file a copy in the General Office.

5 Informing Parents of Incidents and Concerns

- 5.1 All students will be actively encouraged by the Sixth Forms staff to tell their parents / about any drugs or alcohol related concerns they may have.
- 5.2 Where students do not wish to inform their parents of a substance or alcohol difficulty they are experiencing, the matter will be referred to the Assistant Principal for Character and Wellbeing and the Deputy Principal who will endeavour to respect the wishes of the student provided, having assessed the risk, that there is no threat to the student's immediate wellbeing.
- 5.3 Where Christ the King believes that there is a danger to a student from a drugs or alcohol related incident or concern, it will inform the parents of the student concerned. This will be done sensitively, and with due regard to the over-riding interests of the student.
- 5.4 All contact with parents/family member over 18 regarding drugs or alcohol related issues or concerns will be formally recorded and placed on file.
- 5.5 Where there is a disciplinary matter the procedures for contacting parents or other family member over 18 as outlined in the Student Exclusion Policy will be followed.

6 Contact with the Police

- 6.1 The Sixth Forms aims to promote good relationships with the local police and to cooperate with the police on drugs related issues.
- 6.2 Any decision as to whether the police will be informed of refusal to be searched, any drugs related incident or concern at the Sixth Forms will be taken by the Executive Principal or, in her/his absence, by the Deputy Principal.

7 Implementing, Monitoring and Reviewing the Policy

- 7.1 All staff have responsibility for implementing the policy. The Sixth Forms' position on the use of illegal drugs/misuse of legal drugs is clear in that such activities will not be tolerated.
- 7.2 The Executive Principal has overall responsibility for ensuring that the Sixth Forms policy is being implemented consistently and appropriately across the Sixth Forms at all sites.
- 7.3 Governors have responsibility for monitoring the effectiveness of the policy in meeting the needs and aims of the Sixth Forms.
- 7.4 The policy will be reviewed on an annual basis to ensure that it continues to meet the needs of the Sixth Forms.

8 Publication of the Policy

- 8.1 The policy will be distributed to staff via the policies site on the sixth form Intranet.
- 8.2 A condensed version of the policy will be placed in the Student Induction materials that their 10:10 tutors will referred to/highlighted during induction for all students.

9 Links with other Sixth Forms Policies and Procedures

- 9.1 The policy is intended for use as part of an over-arching safeguarding scheme and in conjunction with other Sixth Forms policies/procedures, including:
- The Student Exclusion Policy
 - The Child Protection Policy
 - The Appeals Procedure
 - The Health and Safety Policy
 - The Anti-Bullying Statement
 - The Security of Students Policy



Safeguarding Young People E-Safety Policy (Document E)

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of Christ the King Sixth Forms.

1 Introduction

1.1 In the context of the Sixth Forms mission statement Christ the King recognises and embraces the importance of digital and information technologies in supporting the education of children.

1.2 However, it is also recognised that the use of such technologies can sometimes put children at risk within, as well as outside of, the Sixth Forms environment.

1.3 Some of the potential dangers' children can face when using advanced technologies include:

- Access to illegal, harmful or inappropriate images or other content.
- Unauthorised access to/loss of/ sharing of personal information.
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The risk of being targeted by extremist organisations or exposed to the risk of radicalisation.
- The sharing/distribution of personal images with or without an individual's consent or knowledge.
- The risk of being subject to sexual exploitation.

- Inappropriate communication/contact with others, including strangers.
 - Cyber-bullying.
 - Access to unsuitable video/internet games.
 - An inability to evaluate the quality, accuracy and relevance of information on the internet.
 - Plagiarism and copyright infringement.
 - Illegal downloading of music or video files.
 - The potential for excessive use which may impact on the social and emotional development and learning of the child.
- 1.4 Many of these risks also reflect situations that arise elsewhere in children’s lives, and thus it is essential to view this policy in conjunction with each of the other documents that form part of the Sixth Forms Safeguarding Policy.
- 1.5 As with all other risks facing children it is impossible to completely eliminate the dangers that exist. However, it is essential to support students in developing resilience to the risks to which they may be exposed, so that they have the confidence and skills to manage them.

2 Roles and responsibilities

- 2.1 It is the responsibility of all members of the CTK community including staff, governors and students to be alert to the potential dangers that exist when they or others are using the internet, email, messaging services and other forms of electronic communication, including mobile phone or tablet Apps. However, specific responsibilities also arise.
- 2.2 Governors are responsible for the approval of the E-Safety Policy and for reviewing its implementation and impact. This will be achieved through an annual review of the policy, and an annual report of any E-Safety incidents as part of the Safeguarding Report that is received each year.
- 2.3 The Executive Principal and Senior Management Team are responsible for ensuring the overall safety (including E-Safety) of all members of the CTK community whilst on site, and whilst taking part in Sixth Forms activities. However, day to day responsibility for E-Safety is delegated to the Deputy Principal on each site.
- 2.4 The Executive Principal and Deputy Principal on each site are responsible for ensuring that all relevant staff receive suitable INSET to enable them to carry out their duties in relation to E-Safety.
- 2.5 The Executive Principal, Deputy Principal, and Assistant Principal with responsibility for Character and Wellbeing should be aware of the Safeguarding procedures to be followed in the event of a serious E-Safety allegation being made against a member of staff.
- 2.6 The Deputy Principal and Assistant Principal with responsibility for Character and Wellbeing on each site are responsible for ensuring that all students are informed of the dangers and risks associated with use of the internet, social networking, email and messaging through 10:10 tutorial materials, area meetings and the Student Induction Programme.

2.7 The Director of ICT Services is responsible for ensuring:

- That the Sixth Forms ICT infrastructure is secure and is not open to misuse or malicious attack.
- That the Sixth Forms meet the E-Safety technical requirements outlined in relevant government E-Safety Policies and guidance as well as that required to meet responsibilities under the PREVENT agenda.
- That users may only access the Sixth Forms' networks through a properly enforced password protection policy, in which passwords are regularly changed.
- The Sixth Forms filtering and monitoring software is applied and updated on a regular basis and that its implementation and management is not the sole responsibility of any single person.
- That he/she keeps up to date with E-Safety technical information in order to effectively carry out his/her E-Safety role and to inform and update others as relevant.

2.8 Teaching and support staff are responsible for ensuring that:

- They have an up to date awareness of E-Safety matters and of the Sixth Forms E-Safety policy and practices.
- They have read, understood and signed the Staff Acceptable Use of IT Policy/Agreement.
- They report any suspected misuse or problem to the Deputy Principal for investigation.
- Digital communication with students should be on a professional level and only carried out using official Sixth Forms' systems.
- They are aware of E-Safety issues related to the use of mobile phones, cameras and hand-held devices and that they monitor their use and implement current Sixth Forms policies with regard to these devices.
- They remind students of the safe use of technology, as appropriate, throughout the course of curriculum delivery.

2.9 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead should be trained in E-Safety issues and be aware of the potential for serious child protection issues to arise from:

- Sharing of personal data or images.
- Access to illegal/inappropriate materials.
- Exposure to extremist materials and sites.
- Inappropriate on-line contact with adults/strangers.
- Potential or actual incidents of grooming.
- Cyber-bullying.

2.10 Students

- Are responsible for using the Sixth Forms ICT systems in accordance with the Student Acceptable Use of IT Policy, which they will sign before being given access to CTK systems.
- Should have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- Will be expected to know and understand Sixth Forms policies on the use of mobile phones, digital cameras and hand-held devices. They should also know and understand the Sixth Forms policies on the taking/use of images and on cyber-bullying.

Students should understand the importance of adopting good E-Safety practice when using digital technologies out of Christ the King and realise that the Sixth Forms' E-Safety Policy covers their actions out of the Sixth Forms, if related to other members of the Sixth Forms community.

3 Education and training with regard to E-Safety

3.1 Christ the King recognises the importance of taking a proactive approach to E-Safety. All students will therefore receive the following:

- Information and advice on the potential safety risks, indicating possible risks of radicalisation, posed by new technology, as part of their induction programme when joining the Sixth Forms.
- An opportunity to consider and discuss E-Safety issues as part of their 10:10 tutorial programme.
- Information and guidance from their teachers on appropriate use of the internet in their subject. This will include support in becoming critically aware of materials/content accessed on-line so that the accuracy of information can be validated and plagiarism avoided.
- Reminders in the use of the Sixth Forms ICT systems (including the Internet) so that the Acceptable Use of IT Agreement each student signs will be complied with. Such reminders will be communicated to students via the Student Induction Programme, posters in the LRC and classrooms (as appropriate), and via the bulletin.

3.2 It is essential that all staff receive E-Safety training and understand their responsibilities as outlined in this policy. Training will be offered as follows:

- All staff new to the Sixth Forms will be informed of the Sixth Forms approach to E-Safety and of staff responsibilities in this regard as part of their induction programme.
- Staff INSET sessions will be organised, as appropriate, to provide staff with updated information regarding E-Safety/safeguarding issues as part of the annual INSET programme. This will include coverage of issues related to the PREVENT agenda.

- The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will attend regular safeguarding updates/training sessions concerning a range of safeguarding topics/issues. Information gained will be disseminated as appropriate.

3.3 Governors will be updated by the Designated Safeguarding Lead of any relevant changes to E-Safety arrangements in the Sixth Forms or external requirements in this regard. Governors will also be informed on an annual basis of any E-Safety issues that have arisen in the Sixth Forms.

4 Infrastructure/equipment, filtering and monitoring

4.1 Christ the King is responsible for ensuring that the Sixth Forms infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will ensure that the relevant people named in the above sections will be effective in carrying out their E-Safety responsibilities:

- Servers, wireless systems and cabling are securely located and physical access restricted.
- All users have clearly defined access rights to the Sixth Forms ICT systems. Details of the access rights available to groups of users are recorded by the Director of ICT Services and are reviewed annually.
- All users are provided with a username and password by the ICT Services Department who keep an up to date record of users and their usernames. Users are required to change their password every term.
- The “master/administrator” passwords for the Sixth Forms ICT System, used by the Director of ICT Services are kept in a secure place.
- Users are made responsible for the security of their username and password and must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.
- Christ the King Sixth Forms maintains and supports a managed filtering service with regard to the internet used via Sixth Forms equipment.
- CTK ICT services staff regularly monitor and record the activity of users on the Sixth Forms ICT systems and users are made aware of this in the Acceptable Use Policy.

5 Curriculum

5.1 E-Safety should be a focus in all areas of the curriculum and staff should reinforce E-Safety messages in the use of ICT across the curriculum:

- In lessons where internet use is pre-planned, it is best practice that students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches. This includes possible extremist material which increases the risk of radicalisation.
- Where students are allowed to freely search the internet, e.g. using search engines, staff should be vigilant in monitoring the content of the websites the children visit.
- It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g. racism, drugs, and discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that

the ICT Services Team can temporarily remove those sites from the filtered list for the period of study. Any request to do so should be suitable, with clear reasons for the need.

- Students should be taught in all lessons to be critically aware of the materials/content they access on-line and be guided to validate the accuracy of information and avoid plagiarism.
- Students should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.

6 Use of digital and video images – Photographic, Video

6.1 The development of digital imaging technologies has created significant benefits to learning, allowing staff and students instant use of images that they have recorded themselves or downloaded from the internet. However, staff and students need to be aware of the risks associated with sharing images and with posting digital images on the internet forever and that they may cause harm or embarrassment to individuals in the short or longer term. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm. When using digital images, staff should inform and educate students about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet, e.g. on social networking sites.

- Staff are allowed to take digital/video images to support education aims, but, must follow Sixth Forms policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment; the personal equipment of staff should not be used for such purposes.
- Care should be taken when taking digital/video images that students are appropriately dressed and are not participating in activities that might bring the individuals or the Sixth Forms into disrepute.
- Students must not take, use, share, publish or distribute images of others without their permission.
- Photographs published on the website, or elsewhere that include students will be selected carefully and will comply with good practice guidance on the use of such images.
- Permission from students will be obtained before photographs of them are published on the Christ the King website.

7 Communications

7.1 A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the Sixth Forms currently consider the benefits of using these technologies for education outweighs their risk/disadvantages:

| | Staff and Other Adults | Students |
|--|-------------------------------|-----------------|
|--|-------------------------------|-----------------|

| Communication Technologies | Allowed | Allowed at certain times | Allowed for selected staff | Not allowed | Allowed | Allowed at certain times | Allowed with staff permission | Not allowed |
|---|---------|--------------------------|----------------------------|-------------|---------|--------------------------|-------------------------------|-------------|
| | | | | | | | | |
| Use of personal email addresses on site or on Sixth Forms network | √ | | | | | √ | | |
| Use of Sixth Forms email for personal emails | √ | | | | | √ | | |
| Use of chat rooms/facilities | | | | √ | | | | √ |
| Use of social networking sites | | | √ | | | | | √ |
| Use of work-related blogs | √ | | | | | √ | | |
| Use of MS Teams and Zoom – Work related | √ | | | | | √ | | |

7.2 When using communication technologies, the Christ the King Sixth Forms considers the following as good practice:

- The Sixth Forms email service is regarded as safe and secure and is monitored.
- Users must immediately report to the Line Manager/ Senior Manager, in accordance with the Sixth Forms policy, the receipt of any email that makes them feel uncomfortable, is offensive, threatening or bullying in nature and must not respond to any such email.
- Any digital communication between staff and students or parents must be professional in tone and content. These communications may only take place on official (monitored) Sixth Forms systems. Personal email addresses, text messaging or public chat/ social networking programmes must not be used for these communications.
- Personal information should not be posted on the Sixth Forms website and only official email addresses should be used to identify members of staff.

8 Incidents of misuse

8.1 Where students are found to have misused CTK IT systems in contravention of the Acceptable Use of IT Agreement he/she may receive one or all of the following sanctions:

- A warning as to their future conduct.
- Temporary suspension of their Sixth Forms IT account.
- Permanent removal from specific parts of the Sixth Forms IT system.
- The actual sanction that is applied will vary according to the severity of the misuse, and the circumstances in which it took place.
- Where misuse includes exposure to extremist material this will be referred to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who will consider referring the matter to the Channel programme.

8.2 Where a member of staff has been found to have misused the Sixth Forms IT system he/she will be subject to the disciplinary rules contained in the Staff Code of Conduct.

9 Policy monitoring and review

- 9.1 The implementation of the Sixth Forms E-Safety Policy will be monitored by the Senior Leadership Team and governors, and a formal review will be undertaken on an annual basis.



Safeguarding Young People Anti-Radicalisation Strategy (Document F)

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of Christ the King Sixth Forms.

1 Introduction and Policy Statement

- 1.1 Christ the King Sixth Forms are dedicated to meeting the individual educational needs of all students and this entails providing the highest level of academic and pastoral support.

In creating a supportive and appropriate learning environment the Sixth Forms recognises the need to remain alert to the risks of radicalisation and to challenge views that conflict with our mission, including those where mutual respect, positive encouragement and the equality and value of each individual is denied.

- 1.2 Christ the King recognises that there are many ways of defining radicalisation and that there is no single pathway to extremism. However, in working with its students Christ the King Sixth Forms encourages all of its staff to remain alert to the process by which individuals can be introduced to ideological messages and belief systems which encourage a movement from moderate or mainstream beliefs to more extreme views.

2 Addressing radicalisation and extremism

- 2.1 The safeguarding of students is of paramount importance to the work of the Sixth Forms. Radicalisation and extremism are recognised as threats to the wellbeing of individual students as well as to the community as a whole.

- 2.2 In order to address threats posed by radicalisation and extremism and in accordance with its responsibility under the PREVENT strategy, Christ the King undertakes the following actions:

- The identification and implementation of strategies to build community at the Sixth Forms, including the five elements of the CTK 's community cohesion model.
- The promotion of British values.
- Challenging views or actions which appear to be contrary to British values and which conflict with those outlined in the CTK mission statement.
- Encouraging and training staff to be able to identify common signs of radicalisation.
- Sending regular information to the local authority with diversity of students who have left or who have disappeared for three or more weeks. This is part of the Sixth Forms response to the PREVENT agenda whereby it is recognised that students in such a position may be more vulnerable or susceptible to radicalisation.
- Building productive, informed links with external agencies so that any instances of radicalisation can be addressed sensitively but effectively. Such links are also used to inform the continuing development of CTK's anti-radicalisation strategy so that it remains current and appropriate to the needs of the community.
- Referring confirmed or suspected cases of radicalisation to the Channel programme.
- Informing Governors of progress with implementation of the strategy and of all instances of suspected radicalisation or extremism.

3 Building Community

3.1 Christ the King Sixth Forms are comprised of a multi-faith, ethnically and socially diverse community. Students join the Sixth Forms from more than 200 schools and travel from a wide geographical area. This helps to create a vibrant dynamic sixth form community at each of the three sites. However, specific actions taken by the sixth form to support and nurture the development of such a community.

3.2 Specific actions taken by the sixth form to help build community include:

- The creation and delivery of a detailed, targeted induction programme for students. This aims to introduce and model Christ the King's values of mutual respect and positive encouragement. It also provides an opportunity for students to start to build friendships and working relationships with each other and with their 10: 10 tutor/teachers.
- The delivery of a comprehensive, inclusive 10:10 tutorial programme for all students. This allows students to listen to the views of others, to work co-operatively with fellow students outside of the subject based curriculum and to develop an awareness of a wide range of issues that impact upon the lives of children. The over-arching aim of the programme is to help students to develop as children and to feel able to access the wide range of opportunities open to them both inside and outside of the sixth forms.
- The provision of a wide ranging and engaging enrichment/wider learning programme. Students are provided with opportunities to take part in sports, performance, employer related, charity, academic and other general interest activities, for example. They are able to meet and enjoy the company of other students away from formal lessons and help to develop interests or skills that are useful to both themselves and to the wider community.
- Participation in sixth forms -wide events and activities whereby students share their talents and interests with others. This includes, but is not limited to, CTK community days held at the end of each term.

- The Community Days, and Head of Hall/Senior Student Mentor structure—for all students encourages Students to work in teams, building friendships and working relationships with other students they may not have previously encountered.
- The work of the CTK Chaplaincy team. The Chaplaincy room at each site acts in part as a supervised social space where students can meet with others and take part in organised activities and/or contact a member of the Chaplaincy team. The focus of much of the work of the Chaplaincy team is centred on building community, making students and staff feel welcome and valued.

4 Promoting British Values

4.1 In line with the provisions of s.78 of the Education Act 2002 Christ the King Sixth Forms promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

4.2 In creating and implementing a coherent approach to building community CTK seeks to:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable student to distinguish right from wrong and to respect the civil and criminal laws of England, Scotland, Wales and Northern Ireland.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the Sixth Forms and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in the UK
- Encourage students to be tolerant of cultural traditions that are different from their own.
- Encourage respect for other people.
- Encourage respect for democracy and support participation in the democratic processes, including respect for the basis on which law is made and applied in the UK.

4.3 Through the implementation of this approach students will be able to demonstrate:

- An understanding of how citizens can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- Encourage respect for other people.
- An acceptance that other people having different faiths or beliefs (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

4.4 The promotion of British values takes place:

- In subject lessons and 10:10 tutorials.
- In the manner in which students are treated by staff.

- In the standards of behaviour and respect students are encouraged to adopt, and which are made explicit in the CTK Approach to Learning and Study.
- In the underlying messages delivered to students at area meetings and other Sixth Forms assemblies.
- In the displays in classrooms, corridors and in the LRC.
- In the manner and consistency with which students' views are challenged should they conflict with such values.

5 Staff training and awareness

- 5.1 All staff at Christ the King are required to attend an awareness raising session regarding the dangers posed by radicalisation and extremism. Such a session highlights common warning signs that students may have been exposed to radicalisation, and outlines the process staff need to follow in such instances.
- 5.2 In close partnership with the local PREVENT team, Christ the King offers specific training for all staff as well as for targeted groups of staff such as senior leaders and Heads of Hall/Senior Student Mentor. This training helps to ensure the approach taken to addressing instances of radicalisation and preventative measures remains current.

6 External links

- 6.1 Christ the King has made contact with a range of local organisations including the police, PREVENT and the local authority to ensure a consistent and appropriate approach is taken to the issues surrounding radicalisation and extremism amongst students.
- 6.2 There are agreed protocols in place as to the steps to be taken in the event that a suspected instance of radicalisation has occurred. Such steps include the Deputy Principal informing the relevant authorities so that a risk-based approach can be taken in each case.

7 Informing Governors

- 7.1 Governors will be kept informed via the annual safeguarding report of all steps Christ the King has taken to counter radicalisation and extremism, and to promote community cohesion. Where any specific action has been necessary or where instances of radicalisation have even identified, Governors will be informed at the earliest opportunity. The Chair of Governors and the Designated Safeguarding Governor will be informed within twenty-four hours of any such incident.

8 Monitoring the strategy

- 8.1 The implementation and contents of the strategy will be reviewed annually.
- 8.3 Progress with implementation of the strategy will be reported to Governors as part of the annual Safeguarding report.



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- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole Sixth Forms.

1 Introduction

- 1.1 The internet provides a range of social media tools that allow users to interact with one another, for example from rediscovering friends on social networking sites such as Facebook to keep up with other people's lives on Twitter and maintaining pages on internet encyclopaedias such as Wikipedia.
- 1.2 While recognising the benefits of these media for new opportunities for communication, this policy sets out the principles that Christ the King staff and contractors are expected to follow when using social media.
- 1.3 It is crucial that students, parents and the public at large have confidence in the CTK's decisions and services. The principles set out in this policy are designed to ensure that staff members use social media responsibly so that confidentiality of students and other staff and the reputation of the Sixth Forms is safeguarded.
- 1.4 Staff members must be conscious at all times of the need to keep their personal and professional lives separate.

2 Scope

- 2.1 This policy applies to Christ the King's Governing Body, all teaching and other staff. It also applies to external contractors providing services on behalf of CTK, teacher trainees and other trainees, volunteers and other individuals who work for or provide services on behalf of CTK. These individuals are collectively referred to as 'staff members' in this policy.
- 2.2 This policy applies to personal webspace such as social networking sites (for example Facebook), Instagram, Snapchat, blogs, microblogs such as Twitter, chatrooms, forums,

podcasts, open access online encyclopaedias such as Wikipedia, social bookmarking sites such as del.icio.us and content sharing sites such as Flickr, Snapchat and YouTube. The internet is fast moving technology and it is impossible to cover all circumstances or emerging media – the principles set out in this policy must be followed irrespective of the medium.

3 Legal Framework

3.1 Christ the King is committed to ensuring that all staff members provide confidential services that meet the highest standards. All individuals working on behalf of CTK are bound by a legal duty of confidence and other laws to protect the confidential information they have access to during the course of their work. Disclosure of confidential information on social media is likely to be a breach of a number of laws and professional codes of conduct, including:

- The Human Rights Act 1998
- Common law duty of confidentiality
- The Data Protection Act 2018

It is also likely to contravene GDPR regulations.

3.2 Confidential information includes but is not limited to:

- Person-identifiable information, e.g. student and employee records protected by the Data Protection Act 1998
- Information divulged in the expectation of confidentiality
- Sixth Forms business or records containing organisationally or publicly sensitive information
- Any commercially sensitive information such as information relating to commercial proposals or current negotiations
- Politically sensitive information

3.3 Staff members should also be aware that other laws relating to libel, defamation, harassment and copyright may apply to information posted on social media, including:

- Libel Act 1843
- Defamation Acts 2013
- Protection from Harassment Act 1997
- Criminal Justice and Public Order Act 1994
- Malicious Communications Act 1998
- Communications Act 2003
- Copyright, Designs and Patents Act 1988

3.4 Christ the King could be held vicariously responsible for acts of their employees in the course of their employment. For example, staff members who harass co-workers online or who engage in cyberbullying or discrimination on the grounds of race, sex, disability or other protected characteristic or who defame a third party while at work may render Christ the King liable to the injured party.

4 Related Policies

4.1 This policy should be read in conjunction with the following Sixth Forms policies:

- Staff Code of Conduct
- Equal Opportunities Policy

5 Principles – Be Professional, Responsible and Respectful

- 5.1 You must be conscious at all time of the need to keep your personal and professional lives separate. You should not put yourself in a position where there is a conflict between your work for the Sixth Forms and your personal interests.
- 5.2 You must not engage in activities involving social media which might bring Christ the King into disrepute.
- 5.3 You must not represent your personal views as those of Christ the King on any social medium.
- 5.4 You must not discuss personal information about students, Christ the King staff and other professionals you interact with as part of your job on social media.
- 5.5 You must not use social media and the internet in any way to attack, insult, abuse or defame students, their family members, colleagues, other professionals, other organisations, Christ the King or any related body.
- 5.6 You must be accurate, fair and transparent when creating or altering online sources of information on behalf of Christ the King.

6 Personal Use of Social Media

- 6.1 Staff members must not identify themselves as employees of Christ the King or service providers for CTK in their personal webspace. This is to prevent information on these sites from being linked with the Sixth Forms and to safeguard the privacy of staff members, particularly those involved in providing sensitive frontline services.
- 6.2 Staff members must not have contact through any personal social medium with any student, whether from Christ the King or any other school or Sixth Forms unless the students are family members or such contact has been approved as legitimate CTK business via the relevant line manager.
- 6.3 Staff members must not have any contact with students' family members through personal social media if that contact is likely to constitute a conflict of interest or call into question their objectivity.
- 6.4 Staff members must decline 'friend requests' from students they receive in their personal social media accounts. Instead, if they receive such requests from students who are not family members, they must discuss these in general terms in class and signpost students to become 'friends' of the official Sixth Forms site.
- 6.5 On leaving Christ the King's service, staff members must not contact Christ the King students by means of personal social media sites unless this is clearly related to Sixth Forms business.
- 6.6 Information staff members have access to as part of their employments, including personal information about students and their family members, colleagues, staff and other parties and Sixth Forms information must not be discussed on their personal webspace.
- 6.7 Photographs, videos or any other types of image of students and their families must not be published on personal webspace.

- 6.8 Sixth Forms email addresses and other official contact details must not be used for setting up personal social media accounts or to communicate through such media.
- 6.9 Staff members must not edit open access online encyclopaedias such as Wikipedia in a personal capacity at work. This is because the source of the correction will be recorded as the Sixth Forms' IP address and the intervention will, therefore, appear as if it comes from CTK itself.
- 6.10 Caution is advised when inviting work colleagues to be 'friends' in personal social networking sites. Social networking sites blur the line between work and personal lives and it may be difficult to maintain professional relationships or it might be just too embarrassing if too much personal information is known in the work place.
- 6.11 Staff members are strongly advised to ensure that they set the privacy levels of their personal sites as strictly as they can and to opt out of public listings on social networking sites to protect their own privacy. Staff members should keep their passwords confidential, change them often and be careful about what is posted online' it is not safe to reveal home addresses, telephone numbers and other personal information. It is a good idea to use a separate email address just for social networking so that any other contact details are not given away.

7 Using Social Media on behalf of Christ the King Sixth Forms

- 7.1 Staff members can only use official school sites for communicating with students or to enable students to communicate with one another unless an alternative arrangement is specifically agreed by the relevant senior line manager.
- 7.2 Staff members must at all times act in the best interests of students and children when creating, participating in or contributing content to social media sites. When creating sites for students, staff must be alert to the risk to which children could be exposed. Students should be guided not to post personal information about themselves.
- 7.3 Staff members must ensure that the sites they create or contribute for work purposes, conform to the Good Practice Guidance for the Providers of Social Networking and Other User Interactive Services (Home Office Task Force on Child Protection on the Internet 2008).

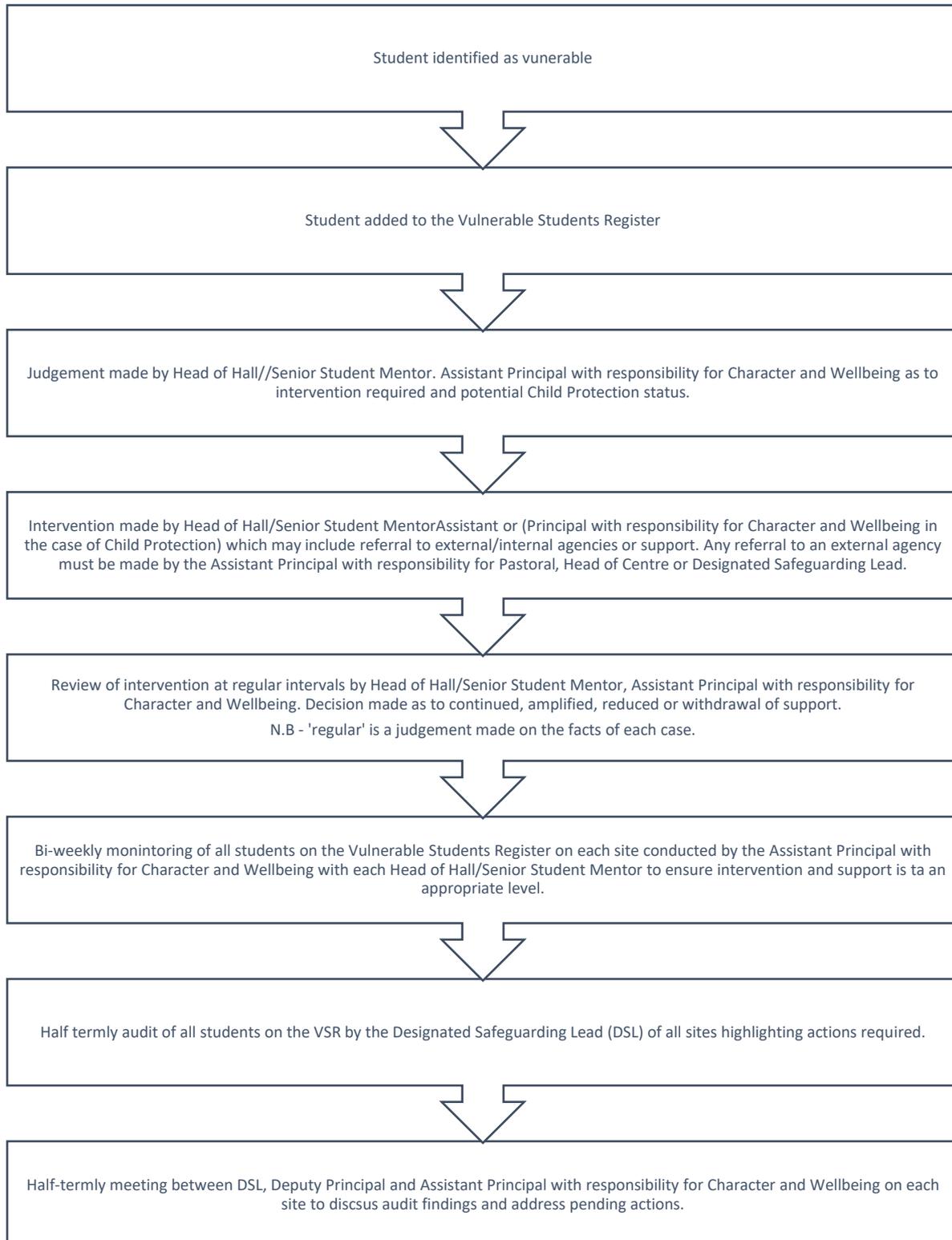
8 Monitoring of Internet Use

- 8.1 Christ the King monitors usage of its internet and email services without prior notification or authorisation from users.
- 8.2 Users of Christ the King email and internet services should have no expectation of privacy in anything they create, store, send or receive using the Sixth Forms' ICT system.

9 Breaches of the Policy

- 9.1 Any breach of this policy may lead to disciplinary action being taken against the staff member/s involved in line with Christ the King's Disciplinary Policy and Procedure.
- 9.2 A breach of this policy leading to breaches of confidentiality, or defamation or damage to the reputation of Christ the King or any illegal acts or acts that render liable to third parties may result in disciplinary action or dismissal.

Processes for students identified as 'vulnerable'





Safeguarding Form

| Student Name | | *Date of Birth | Year Group |
|--|-------------------|----------------|--------------|
| | | | |
| Name and position of person completing form (please print) | | Date | Time |
| | | | |
| INCIDENT / CONCERN | | | |
| *Action taken – by member of Safeguarding team | | | |
| *DSL / Deputy DSL entered concern / action / outcome on Pro Monitor | | | |
| *Safeguarding Team Member: | Signature: | Date: | Time: |

* To be completed by DSL / Deputy DSL

Please email/hand this completed form to Rosie Salmon, Sylvia Harris, Lesley Davis or Camilla Crampton.

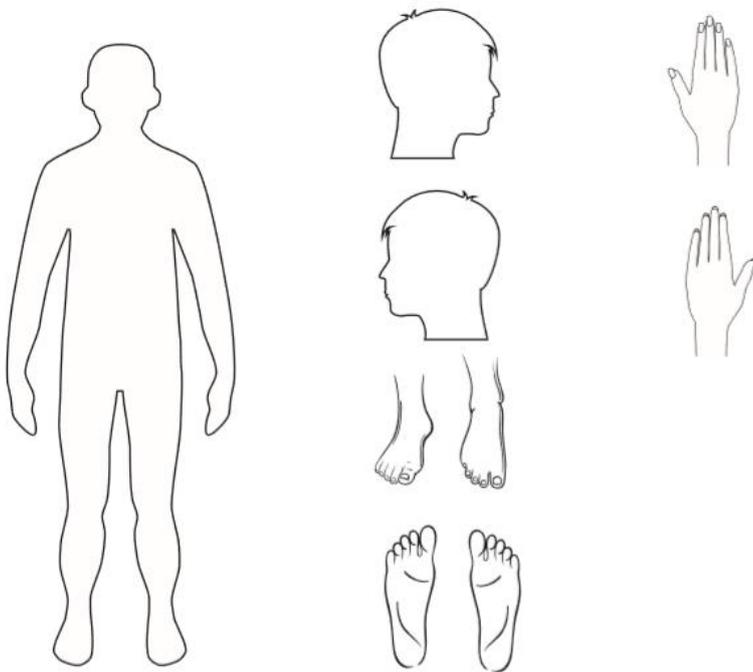
What the member of staff records on the concern / incident form



Child Protection Body Map



Child Protection Body Map



Name Of Child
.....

Date Of Birth
.....

Name Of Worker
.....

Date Recorded
.....

Observations
.....
.....
.....