CHRIST THE KING SIXTH FORMS

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 (CTK) is committed to safeguarding and promoting the welfare of children within the ethos and context of its mission.

1.2 In expressing this commitment, CTK 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 CTK and as far as possible, outside of it and at home
- Demonstrates commitment to safeguarding and promoting the welfare of all its students, ensuring the welfare of each student is of paramount importance.

1.3 For the purposes of this document, children (or child) are defined as all students at CTK who are under the age of 18. However, when a student who is over 18 is at risk of abuse or harm, the CTK will consider whether the following procedures should be applied, with appropriate adaptations, to afford protection. CTK continues to liaise and communicate with all our Parents/Guardians in line with our mission regardless of age, unless there is a safeguarding reason to not do so.

1.4 It is the duty of CTK to ensure that the training and professional development of the DSL and deputy DSLs is ongoing, in order to enable them to deal effectively with changing child welfare concerns and the extra responsibilities that the job requires. This means being able to identify possible abuse, and knowing the right level of action to take, depending on the individual situation and circumstances.

1.5 CTK Sixth Forms will ensure that the DSLs attend relevant new or refresher training throughout their time in this role to make sure that they are up to date with all statutory policy and legislation and that they are in the best position to deal with concerns, incidents and allegations. They will also feedback to CTK staff and governors, on updated safeguarding provisions and policies, and provide support resources as appropriate.

1.6 Teachers, support staff and visitors are required to report any causes for concern to the Safeguarding Team. Using our experience, concerns will be shared with necessary individuals, which will ideally include parents or carers and occasionally outside agencies as appropriate.

2. The voice of the child

All staff will ensure that their approach is child and family centre. The means that they they will consider, at all times, what is in the best interests of the child, and how to appr oach families with compassion and respect. Staff will always seek to understand and give voice to the lived experience of a given child within the sixth forms, at home and within their wider community, even if children and young people are unable or unwilling to express their experience themselves.

3. Legal context and Framework

3.1 This procedure supplements and accords with the **London Child Protection Procedures (March 2022)** adopted by the Lewisham and Bexley Local Safeguarding Children Boards and should be used in conjunction with these.

3.2 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
- Equality Act 2010

3.3 This policy and procedure also records 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 (2022)
- “Working Together to Safeguard Children” (HM Government,2018)
- “What to Do If You’re Worried a Child is Being Abused” (DfE 2015)

3.4 CTK 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, CTK has pastoral responsibility towards students and to recognise they have a right to be protected from harm.

4. The Purpose of the Policy and Procedures

4.1 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 CTK 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 and governors.

5. Roles and Responsibilities

5.1 Safeguarding and child protection is everyone's responsibility. This policy applies to all CTK staff, volunteers and governors. This policy and procedures also applies to all off site activities.

5.2 **All staff**

All staff will read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

5.2.1 All staff will be aware of:

- Their responsibility to 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.

- CTK's systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education.

- The safeguarding process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

- The need for professional curiosity and the requirement to raise concerns with the DSL. Not all children may feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff must be mindful in determining the best way to build up trusted relationships with students which facilitates communication.

- The responsibility of staff is not exhausted upon referral and staff are required to follow up progress with concerns with the DSL and or Deputy DSLs 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 DSL or Executive Principal.

5.3 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Each CTK site has their own Deputy DSL (DDSL). The Designated Safeguarding Lead is designated with the overall responsibility for Child Protection and Safeguarding. The Designated Safeguarding Lead is Mrs Camilla Crampton (Deputy Principal).

5.3.1 More specifically the DLS has the responsibility for:

- Acting as the key safeguarding contact person within CTK

- Being responsible for co-ordinating action within CTK on child protection and safeguarding issues.
- 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.

- Liaising with the Independent Safeguarding Board.

- 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.
- Ensuring that during term time, the DSL is available during sixth form hours for staff to discuss any safeguarding concerns. The DSL can be contacted out of sixth form hours, if necessary, by email. When absent, the DSL will ensure that the Deputy will act as cover. If the DSL and DDSL are not available, the Deputy Principal / Executive Principal will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.

- Provide advice and support to other staff on issues relating to child protection and safeguarding.

- Ensure that parents or children and young people within the Sixth Forms are aware of CTK's child protection policy.

- Liaise with agencies as appropriate.

- Where an inter-agency child protection plan is in place, ensure CTK is involved in, where appropriate, the preparation of the plan and ensuring CTK's role is clearly defined. This will include any potential involvement with the Multi-Agency Public Protection Arrangements (MAPPA).

- Report annually to the CTK Governing Body on how CTK has 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.

- Manage the use and implementation of the Vulnerable Student Processes across CTK (see Appendix A for a summary of processes relating to student vulnerability)

- Ensure that CTK fulfils its legal obligations regarding staff being issued with and reading Keeping Children Safe in Education Part 1 and Annex B on an annual basis.

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.

- Contribute to the assessment of children.

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

- Keep the Executive Principal informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate. This is especially the case for ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).

- Liaise with teachers and promote supportive engagement with parents/carers. The DSL works with the Executive Principal and relevant strategic leads taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at CTK.

5.5 The Deputy Designated Safeguarding Lead (DDSL)

5.5.1 For the Emmanuel site Mrs Sylvia Harris (Assistant Principal) is the DDSL. 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.

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

- Liaising with the DSL on matters relating to Safeguarding Young People and Child Protection.
- Providing first-line advice to staff and students on child protection matters.
- Representing CTK 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 DSL 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 CTK 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 CTK on placements to ensure that appropriate safeguards are put in place.
- Managing the use and implementation of the Vulnerable Student Processes on their site (See Appendix A for a summary of processes relating to student vulnerability)
- Facilitating CTK's obligation regarding staff being issued with and reading Keeping Children Safe in Education Part 1 Annex B on an annual basis.

5.6 Executive Principal

The Executive Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of the CTK systems which support safeguarding, including this policy, as part of their induction.
- Ensuring that staff understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the CTK.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

- Supporting the DSL in developing knowledge and skills to encourage a culture of listening and reducing barriers to disclosure.

- Ensuring that all staff undertake appropriate safeguarding and child protection training and that the content of the training is updated regularly.

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively, effectively and promptly following agreed whistleblowing policies, where appropriate.

5.7 The Role of the Governing Body

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 CTK.

- Meets or exceeds its legal obligations regarding the safeguarding of children at each site.
- 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.
- 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.
- 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.
- Facilitates a whole Sixth Form approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Evaluates and approves this policy at each review, ensuring it complies with the law.
- Appoints a link governor to monitor the effectiveness of this policy in conjunction with the full Governing Board.
- Appoints the Chair of Governors to act as the 'case manager' in the event that an allegation of abuse is made against the Deputy Principal, where appropriate.
- Ensures all Governors read Keeping Children Safe in Education in its entirety.
- Ensures all Governors receive appropriate safeguarding training at induction, followed by regular updates so that they are able to test and assure themselves that the safeguarding policies and procedures in place are effective and robust.

- Does all it reasonably canto limit children's exposure to risks from CTK's IT system, ensuring appropriate filters and monitoring systems are in place and regularly review their effectiveness.

5.8 The Designated Governor

The Governing Body will annually nominate a Governor to undertake the role of Designated Governor. The Designated Lead Safeguarding Governor is Dr Rupert Everett.

5.8.1 The Designated Governor is responsible for liaising with the DSL) and the DDSLs on matters regarding child protection, including:

- Ensuring that CTK operates a policy which is consistent with requirements of the Local Safeguarding Children Board (LSCB).
- Ensuring that the Governing Body considers the CTKs' 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 CTK and its staff have complied with the Policy including, but not limited to, a report on the training that staff have undertaken.
- Frequently meeting with the Independent Safeguarding Board to receive assurance of safeguarding compliance by the DSL and DDSL.
- 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 DDSLs and the measures put in place to enhance safeguarding.

5.8.2 The Designated Governor shall meet with the DSL and the DDSLs 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 at CTK and the recording, storage and follow-up of information.

5.8.3 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.

5.8.4 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 DSL and DDSLs . This will not involve undertaking any form of investigation but will ensure good communication between the parties and the provision of information to assist enquiries.

6 Identifying Abuse

Being alert to abuse and to the fact that 'it could happen here' is crucial to safeguarding. Knowing what to look for is vital for the early identification of abuse and neglect. All staff are aware of the indicators of abuse and neglect so that they are able to identify cases of young people who may need help or protection. Staff should be aware that young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, young people may feel embarrassed, humiliated, or being threatened. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have

concerns about a child. It's also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

6.1 An abused child will often experience more than one type of abuse, as well as other difficulties. Children and young people can be at risk of abuse or exploitation in situations outside their families. Abuse reduces resilience in young people and children and puts them at further risk of abuse throughout their lives. Abuse and neglect can happen over a period but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

6.2 CTK is aware of the signs of abuse and neglect, so we are able to identify young people who may be in need of help or protection. All staff are aware of environmental factors which may impact on a young person's welfare and safety and understand safeguarding in the wider context (contextual safeguarding).

6.3 Staff are aware of safeguarding issues that can put young people at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put young people in danger. Staff are 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. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe young people 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. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the DSL / DDLS.

6.4 Growing up with adverse childhood experiences (ACEs) such as abuse, neglect, community violence, homelessness, parental separation, bereavement or growing up in a household where adults are experiencing mental health issues or harmful alcohol or drug use, can lead to negative, lifelong emotional and physical outcomes. There is potential for (ACEs) to have a significantly harmful effect on the trajectory of a young person's life. The impact can affect their physical and mental health, self-worth and ability to develop healthy relationships. When the stress of these adverse experiences is so severe or prolonged that a child is unable to process it, what should be a normal survival response becomes "toxic stress". This type of stress alters the functioning of the brain and has a long-lasting and injurious impact on the developing mind, which we call "trauma". This trauma affects the way those suffering it think and act throughout their lives. Understanding such mental and emotional trauma is key to understanding the behaviour of millions of people.

6.5 CTK is working in partnership with a wide range of sectors and services to help reduce the incidence and impact of all types of childhood adversity, focusing on:

- support for young people, parents and families to prevent ACEs
- mitigating ACEs for children and young people
- training for staff across the workforce in supporting people who have experienced trauma and identification of trauma

7 Definitions

7.1 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 CTK as follows:

7.1.1 **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.

7.1.2 **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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

7.1.3 **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 child on child abuse).

7.1.4 **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.

7.1.5 **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.

7.1.5 **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.

7.1.6 **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.

7.1.7 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 / college or education or do not take part in education.

7.1.8 **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.

7.8.9 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/ college 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 / college.

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.

7.9.10 **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

A child may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). 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.

7.1.11 **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 into 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.

7.1.12 **Child on Child Abuse**

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

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- 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;
- up skirting, 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 child-on-child abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), but that all child on child 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 Sixth Forms 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.

CTK recognises that some young people may abuse their peers and any incidents of Child on Child abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Child on child abuse can manifest itself in many ways. This may include bullying (Including cyber bullying), physical abuse or initiation / hazing type violence and rituals. CTK does not tolerate any harmful behaviour in the sixth forms and will take swift action to intervene where this occurs. We use lessons and our 10:10 tutorial sessions to help young people understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. CTK understands the different gender issues that can be prevalent when dealing with child and child abuse.

We take particular note of sexual violence/harm or harassment that takes place at CTK ensuring that all disclosures are taken seriously, making sure that all disclosures are supported and considered when making plans for next steps. This is to maintain support for the victim, whilst acknowledging the disciplinary action that may be required. Where possible, support to the victim and disciplinary action will be actioned at the same time as appropriate and on a case by case basis. This will be determined by risk assessment, liaison with family and with consideration of the victim's needs.

CTK understands that young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of young people. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's
- disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionally impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

7.1.13 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.

7.2 **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.

7.2.1 **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 DSL or DDSL 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 CTKs DSL or DDSL 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 DSL or DDSL 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 DSL and or DDSL will report the matter to the police and social services immediately. CTK 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 CTK 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.

7.3 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: fmu@fco.gov.uk.

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

7.4 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. CTK ensures it has 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 DSL or a DDSL.

7.5 Online Safety and Use of Modern Technology

7.5.1 CTK 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.

7.5.2 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, we aim to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors.
- Protect and educate the whole CTK community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- Regularly update parents and carers about online safety and sites they may access away from the Sixth Forms as part of independent study, and who they will interact with on these.

7.5.3 The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as child-to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

7.5.4 To meet our aims and address the risks above we will educate students about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private.
- How to recognise unacceptable behaviour online.
- How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that: Staff are allowed to bring their personal phones to the Sixth Forms for their own use but will limit such use to non-contact time when students are not present.
- Staff will not take pictures or recordings of students on their personal phones or cameras.
- Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in the Sixth From use of the Sixth Form's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above).
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our Sixth Forms community.

7.6 Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, young people who are LGBT can be targeted by other young people. In some cases, a young person who is perceived by other young people to be LGBT (whether they are or not) can be just as vulnerable as a young person who identifies as LGBT. Risks can be compounded where young people who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

7.7 Children Missing from Education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. CTK recognises that a child missing education is a potential indicator of abuse or neglect and will follow the attendance procedures for unauthorised absence and for children missing education. It is also recognised that, when not attending CTK young people may be vulnerable to or exposed to other risks, so we work with parents/carers and other partners to keep young people attending CTK whenever possible. Parents/carers should always inform CTK of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Social Care or Police). Parents are required to provide at least two emergency contact numbers to CTK, to enable us to communicate with someone if we need to.

8 Keeping Children Safe in Education sets out how CTK 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 DSL 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 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 CTK behaviour policy and procedures.

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

In situations where 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 edged perpetrator to provide support throughout the process.

8.1 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.

9. 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.

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

9.1 Extremism

This 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.

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

9.2.1 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.

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 DSL or DDSL making a referral to the Channel programme.

9.3 Additional Support

The DfE has published advice for schools / colleges 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 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.

9.4 **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 / colleges 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 DSL and DDSL 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.

10. Child & Young People's Disclosures to Staff

Children and young people may disclose concerns to staff and may do so knowing that what they are disclosing is a concern, and sometimes they will be unaware that their disclosure will signal concerns. Wherever possible, staff should make the time and space to listen and understand what the child/young person is disclosing. Staff should not be afraid to respond with compassion and empathy and to ask open questions if they are unsure about what the concerns are.

10.1 **If disclosures are concerning but vague**

The DSL or other staff may need to speak to the child further in order to obtain enough information to meet threshold. In these circumstances, DSL and staff should agree how this will take place and the practitioner should use open questions (including, questions starting with 'when', 'where', 'why', 'how', etc). Always be guided by the following key principles:

- All young people have a right to be safe and should be protected from all forms of abuse and neglect
- Safeguarding children is everyone's responsibility
- It is better to help young people as early as possible, before issues escalate and become more damaging
- Work together with other agencies: young people and families are best supported and protected when there is a coordinated response from all relevant agencies.
- Constructive process of inquiry and support
- Don't let other considerations, like the fear of damaging relationships with adults, get in the way of protecting young people from abuse and neglect.
- If you think that referral to children's social care is necessary, you must not delay.
- See child protection and safeguarding as the beginning of a process of inquiry, not as an accusation or punishment.

10.2 **Staff should not:**

- Put words into the child's mouth or ask leading questions.
- Investigate concerns or allegations. Staff have no investigative role but should report concerns or allegations immediately to the DSL or DDSL 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.

10.3 **Immediate Action**

10.3.1 Any member of staff who has any concern about a child must discuss the case with the DSL or DDSL 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.

10.3.2 If the DSL or DDSL cannot be contacted the staff member should contact the Deputy Principal or Executive Principal.

10.4 **Reporting to the Executive Principal**

10.4.1 The DSL or DDSL must notify the Executive Principal as soon as practicable and in any event within twenty-four hours of the disclosure or suspicion being raised.

10.5 **Action by the DSL or DDSL**

10.5.1 The DSL or DDSL 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 DSL or DDSL 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.

10.5.2 Where the DSL or DDSL is not available, the Executive Principal will collate the relevant information and take responsibility for referring the case to the Local Authority.

9.3 **Contact with Children's Services**

9.3.1 Should referral be necessary, the DSL or DDSL r, 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.

9.3.2 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.

9.3.3 The DSL, DDSL, 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 CTK informed of further action taken.

9.4 **Investigation of a Case**

9.4.1 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.

9.5 **Making Written Notes**

9.5.1 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.

9.5.2 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.

9.5.3 Any notes must be given to the DSL or DDSL as soon as possible and will help to ensure accuracy in recalling events later. Such notes should be stored safely.

9.6 Written Records of Concerns

9.6.1 The DSL or DDSL 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.

9.7 Record Keeping

9.7.1 All records relating to the welfare and/or child protection concerns for any student will be kept in locked filing cabinets.

9.7.2 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 CTK.

9.7.3 When the student leaves CTK before reaching the age of 18, any educational institution to which the student progresses will be advised that the student's records, within CTK, contain information about child protection concerns even where these are no longer current.

9.8 Contacts with the Family

9.8.1 Contact with the family should first be discussed with the DSL or DDSL, who will consult relevant staff within the appropriate external agency/local authority.

9.8.2 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.

9.8.3 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 CTK staff and the family about sources of help (e.g., the Children and Family Service), but if concerns persist, the DSL or DDSL will need to refer to the Children and Family Service and will normally advise the family of this.

9.8.4 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 DSL or DDSL 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 DSL or DDSL to speak with the family or whether instead an external agency may liaise with the family.

10. The Child Protection Register

10.1.1 CTK 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.

10.1.2 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.

10.1.3 CTK 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.

11. Sharing information and request for assistance by other agencies

11.1 CTK 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.

11.2 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.

11.3 When telephone requests for information are received, the relevant member of staff should **always** contact the DSL or DDSL who will deal with the request in a manner consistent with that below.

11.4 Where a written request for information is received by a member of staff, the member of staff should always advise the DSL or DDSL 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.

11.5 Requests for attendance at meetings about individual students (e.g., child protection conferences) should be notified to the DSL or DDSL who will arrange the preparation of a report and attendance at the meeting.

11.6 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.

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

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

12. 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.

12.1 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.

12.2 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.

12.3 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 CTK and the child should be assured the matter will be disclosed only to people who need to know.

12.3 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.

12.4 The DSL or DDSL 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.

13. Disclosure of Abuse

13.1 Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under CTK’s behaviour policies, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in CTK at risk

- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See Annex E for more information about child-on-child abuse. If such an allegation is made, the member of staff receiving the allegation will:

- Take the allegation seriously
- Ensure the child/young person is safe and supported and
- Inform the DSL or DDSL as soon as possible. The member of staff should then accurately record what they have been informed/observed.
- CTK will follow Safeguarding Children protocols for managing allegations.

13.2 Allegations against staff (including volunteers and supply teachers)

We understand that a student may make an allegation against a member of staff who has:

- Behaved in a way that has harmed a child/young person, or may have harmed a child/young person
- Possibly committed a criminal offence against or related to a child/young person; or
- Behaved towards a child/young person or children/young people in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviours that occur outside CTK, transferable risk).

13.3 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.

13.4 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. CTK 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.

13.5 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.

13.6 All allegations against staff at CTK will be handled in accordance with guidance contained in the Government publication Keeping Children Safe in Education (2022) which sets out the procedures which must be followed.

13.7 Where an allegation of abuse is brought to the attention of the Executive Principal or, in his/her absence, the DSL 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.

13.8 Once a matter has been referred to the LADO, the DSL 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.

13.9 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 DSL or DDSL will attend the meeting.

13.10 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.

13.11 Where the initial consideration resolves that the allegation does not involve a possible criminal offence but may involve a breach of the CTK Code of Conduct for staff, the CTK Disciplinary Procedures will be invoked and followed, after due discussion with the LADO.

13.12 If the allegation requires a police investigation to be undertaken, the Executive Principal, Deputy Principal and DSL or DDSL will provide appropriate support if requested to do so by the police.

13.13 Upon conclusion of any case of allegations of abuse by staff, the Executive Principal or Deputy Principal or DSL or DDSL 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.

13.14 CTK 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 employer agrees not to pursue disciplinary/reporting action related to an allegation of abuse.

13.15 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, CTK 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.

14. Safer Recruitment

14.1 CTK will implement its responsibilities for safer recruitment strategies as recommended in the most up to date version of Keeping Children Safe in Education. This will include appropriate training for the Deputy Principal / Executive Principal and Executive Directors of Human Resources and others who recruit and select staff and volunteers.

14.2 New staff will be subject to a 'digital screening' prior to interview in order to ascertain their open access online presence and digital footprint. As part of the Safer Recruitment process, all staff being offered positions within the Sixth Forms should have their offers made subject to enhanced DBS checks. These checks should be renewed every five years.

15. Making a Child Protection Referral

Staff should check which Borough the child/young person lives in and contact the appropriate Multiagency Safeguarding Hub (also known as MASH Team) for that Borough. Seek advice from the Duty Social Worker if there is uncertainty about whether to make a referral. All referrals should be sent in writing using the Multi-Agency Referral Form. The exception is in the case of an urgent child/young person protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24-72 hours).

With few exceptions, the parents should be informed if a referral is being made. If unsure staff should, consult a Duty Social Worker before sending the referral.

16. Common Assessment Framework (CAF)/Early Help

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs, the Head of Hall / Senior Student Mentor / Assistant Principal for Character and Wellbeing for the student will complete the CAF. A CAF might be used when:

- staff are concerned about how the child/young person is progressing regarding their health, welfare, behaviour, learning or any other aspect of their wellbeing
- a request is received from the child/young person or parent/carer for more support.

- there are concerns about the child/young person/young person's appearance or behaviour, but their needs are unclear or are broader than can be addressed.
- the CAF can be used to help identify the needs of the child/young person and to pool knowledge and expertise with other agencies to support the child/young person better.

17. Child Protection Case Conferences

If invited to a Child Protection Case Conference, the DSL / DDSL will be given priority to attend. A report should be completed for the Case Conference and logged on the MIS system. The report should be provided to and discussed with parents and children when appropriate, in advance of the conference. It is important that families do not hear new information at the conference, and it is the responsibility of CTK, who has the relevant information, to make this available to the conference

18. Students with SEND, disabilities or health conditions

We recognise that students with special educational needs (SEND) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges

CTK offers extra pastoral support for these students which includes access to the SEND Department, nurture groups and a First Aider for students with medical conditions.

19. Children with a social worker/Looked After Children

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

19.1 Where we are aware that a student has a social worker, the DSL or DDSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about responding to unauthorised absence or missing education where there are known safeguarding risks. We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that appropriate staff have relevant information about a children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements. Staff will work closely with the DSL to ensure that

any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.

20. Monitoring the Implementation and Effectiveness of the Policy

20.1 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.

20.2 All staff are provided with updated training concerning safeguarding and are made aware of CTK's processes/procedures.

20.3 The extent to which the procedures contained in the policy are being followed by staff will be reviewed on an annual basis by the DSL and DDSLs s 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.

20.4 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.

20..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.

21. Recruitment and Selection Procedures

22.1 CTK has in place recruitment procedures which ensures that every care is taken to ensure that children are protected.

22.2 The recruitment procedures will apply to all staff and volunteers within CTK 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).

22.3 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 2022
Next Review Date: October 2023

CHRIST THE KING SIXTH FORMS

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 (CTK).

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 CTK. 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 CTK community.

2 Responsibilities

2.1 Governors are responsible for ensuring that:

- The CTK Anti-Bullying Policy is reviewed and approved on an annual basis.
- Training in matters related to bullying and its consequences feature in the CTK 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 at CTK.
- They are aware of CTKs legal responsibility to oversee the welfare and safety of all students.
- The Anti-Bullying Policy is implemented across CTK in a consistent manner.
- Staff, students and other members of the CTK 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 DSL and DDSL 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 a CTK site but includes events that may happen with students whilst on visits or residential trips, or on journeys to and from CTK.
- 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 CTK.

3 Procedures and Consequences

3.1 Where incidents of bullying are reported or observed, CTK 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 CTKs s 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 DSL or DDSL 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 the age of18) of students involved may also be asked to attend CTK to discuss the situation.

3.6 The Head of Hall/Senior Student Mentor concerned, the Deputy Principal or the DSL or DDSL will decide what action to take and what sanctions to impose.

3.7 Sanctions may include temporary exclusion from specific areas of CTK, temporary exclusion from the whole of the CTK or, in particularly serious incidents, recommendation for permanent exclusion from CTK

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 CTK 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 CTK community. They will be encouraged to understand the impact that such behaviour has and will be told of CTKs 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 CTK promotes an ethos and environment in which everyone respects, supports and affirms the dignity of others.

4.2 The Catholic ethos of CTK 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 the gift of self.

4.3 CT encourages heightened awareness and vigilance of bullying within our community and recognises that early intervention is always the best approach.

4.4 CT 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 CTK. 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 CTK Counsellor.

5.3 Literature providing general and specific advice is available from the Chaplaincy, the CT Counsellor and the LRC. Reference to CTKs 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 CTK recognises that students being bullied can be afraid to report the matter for fear of their reputation, escalation or reprisal. CTK 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 CTK 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.

CHRIST THE KING SIXTH FORMS

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 (CTK) 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 CTK 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 CTK 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 CT 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 CTK is closed.

2.2 Security guards are employed or contracted by CTK 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 and CTK lanyard. This will usually occur as part of the induction process. The cards must be shown upon entry at the gate of each CTK site 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 gate of each CTK site 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 CTK.

2.5 Temporary identity cards and a lanyard are 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 Principals 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 CTK 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 CTK.

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 CTK 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 CTK. 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 each CTK site 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 CTK 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 CTK 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 CTK 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 CTK 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 CTK.

4 Violence or Threats of Violence

4.1 CTK 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, CTK 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 CTK community this will usually lead to an automatic suspension. The student concerned will not be allowed to return to CTK until the matter has been thoroughly investigated by a senior member of staff and the parents (or other family member over the age of 18) of the student has 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 CTK. 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 CTK 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 CTK, 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 CTK.

5.4 CTK will inform the police of any incidents concerning offensive or highly dangerous weapons.

5.5 Students are informed of CTKs 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 CTK fosters the creation of a culture where violence or threats of violence are not tolerated either within CTK 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 CTK 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 gates at each CTK site 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 CTK 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 CTK include parents, staff, governors, the local authority, the police and partner/other schools.

7.2 CTK 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. CTK 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 calls, 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 CTK 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, CTK 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 CTK 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 CTK.

8.2 As part of their responsibility towards students, staff will challenge all students found to be in breach of the CTK 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 the age of 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 CTKs procedures.

9 Governors' responsibilities

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

9.2 In exercising their duty Governors work closely with CTK 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 CTK 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 CTK premises or its immediate surroundings if an incident overspills, or where they are off CTK premises but in lawful control of the student. In this context these are examples, but this is not an extensive list: outside or in the surrounding area of a CTK site or on a visit or residential.

10.4 Members of the Public who are not linked to CTK 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

UT VITAM HABEANT

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

CHRIST THE KING SIXTH FORMS

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 (CTK) is 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 CTK strongly opposes the possession or use of alcohol as well as all illegal substances, both on and off CTK sites. 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 CTK 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 CTK 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 CTK**.**

2.4 CTK 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 CTK 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 CTK. The suspension will not be lifted until a meeting has taken place with the parents (OR family member over the age of 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 CTK 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 CTK 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 CTK 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 CTK 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 policy of CTK 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 CTK Counselling service.

3.6 Students will be referred to specialist outside agencies for advice and counselling where CTK 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 CTK First Aid Procedures.
- Inform the Executive Principal, Deputy Principal or Assistant Principal responsible for Character and Wellbeing l who will arrange for the parents (or other family member over the age of 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 at CTK 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 CTK.

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

- Contact the 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 CTK 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 CTK 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 (or family member over the age of 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 the age of 18) as outlined in the Student Exclusion Policy will be followed.

6 Contact with the Police

6.1 CTK aims to promote good relationships with the local police and to co-operate 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 CTK 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. CTKs '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 CTK 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 CTK.

7.4 The policy will be reviewed on an annual basis to ensure that it continues to meet the needs of CTK.

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 refer 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 CTK 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

CHRIST THE KING SIXTH FORMS

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 Christ the King Sixth Forms (CTK) mission statement CTK 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 CTK 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 CTK 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 CTK 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 CTK meets 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 CTKs' networks through a properly enforced password protection policy, in which passwords are regularly changed.
- The CTK 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 CTK 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 CTK 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 (DSL) and the Deputy Designated Safeguarding Lead (DDSL) 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 CTK 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 CTK policies on the use of mobile phones, digital cameras and hand-held devices. They should also know and understand the CTK 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 CTK and realise that CTKs' E-Safety Policy covers their actions out of the CTK if related to other members of the CTK community.

3 Education and training with regard to E-Safety

3.1 CTK 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 CTK.
- 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 CTK 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 CTK will be informed of CTK's 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 DSL and DDSL 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 DSL 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 at CTK.

4 Infrastructure/equipment, filtering and monitoring

4.1 CTK is responsible for ensuring that its 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 CTK 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 CTKICT 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.
- CTK maintains and supports a managed filtering service with regard to the internet used via CTK equipment.
- CTK ICT services staff regularly monitor and record the activity of users on CTK 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. CTK 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 CTK policies concerning the sharing, distribution and publication of those images. Those images should only be taken on CTK 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 CTK 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 CTK 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:

Communication Technologies	**Staff and Other Adults**				**Students**			
	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 CTK network	√					√		
Use of CTK 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, CTK considers the following as good practice:

- The CTK 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 CTK 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) CTK 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 CTK 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 CTK IT account.
- Permanent removal from specific parts of the CTK 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 DSL or DDSL who will consider referring the matter to the Channel programme.

8.2 Where a member of staff has been found to have misused the CTKIT 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.

CHRIST THE KING SIXTH FORMS

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 (CTK) is 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 CTK 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 CTK recognises that there are many ways of defining radicalisation and that there is no single pathway to extremism. However, in working with its students CTK 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 CTK. 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, CTK undertakes the following actions:

- The identification and implementation of strategies to build community at CTK, 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 CTK’s 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 CTK are comprised of a multi-faith, ethnically and socially diverse community. Students join CTK 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 are taken by CTK to support and nurture the development of such a community.

3.2 Specific actions taken by CTK to help build community include:

- The creation and delivery of a detailed, targeted induction programme for students. This aims to introduce and model CTK’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 CTK.
- 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 CTK -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 CTK 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 CTK 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 CTK 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 CTK 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, CTK 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 CTK 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 CTK 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.

CHRIST THE KING SIXTH FORMS

Social Media Policy (Document G)

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 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 Sixth Forms (CTK) 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 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 CTK 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 CTK'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 CTK 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
- CTK 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 CTK 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 CTK liable to the injured party.

4 Related Policies

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

- Staff Code of Conduct
- Equal Opportunities Policy

5 Principles – Be Professional, Responsible and Respectful

Staff:

5.1 must be conscious at all times of the need to keep them personal and professional lives separate. They should not put themselves in a position where there is a conflict between their work for CTK and their personal interests.

5.2 must not engage in activities involving social media which might bring CTK into disrepute.

5.3 must not represent their personal views as those of CTK on any social medium.

5.4 must not discuss personal information about students, CTK staff and other professionals they interact with as part of their job on social media.

5.5 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, CTK or any related body.

5.6 must be accurate, fair and transparent when creating or altering online sources of information on behalf of CTK.

6 Personal Use of Social Media

6.1 Staff members must not identify themselves as employees of CTK or service providers for CTK in their personal webspace. This is to prevent information on these sites from being linked with CTK 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 CTK or any other school, sixth form or college 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 CTK site.

6.5 On leaving CTK's service, staff members must not contact CTK students by means of personal social media sites unless this is clearly related to CTK business.

6.6 Information staff members have access to as part of their employment, including personal information about students and their family members, colleagues, staff and other parties and CTK information must not be discussed on their personal webspace.

6.7 Photographs, videos or any other types of images of students and their families must not be published on personal webspace.

6.8 CTK 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 CTKs' 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 workplace.

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 CTK 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 CTK monitors usage of its internet and email services without prior notification or authorisation from users.

8.2 Users of the CTK email and internet services should have no expectation of privacy in anything they create, store, send or receive using CTKs' 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 CTK'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 CTK or any illegal acts or acts that render liable to third parties may result in disciplinary action or dismissal.

Appendix A

Processes for students identified as 'vulnerable'

CHRIST THE KING SIXTH FORMS

UT VITAM HABEANT

Appendix B

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

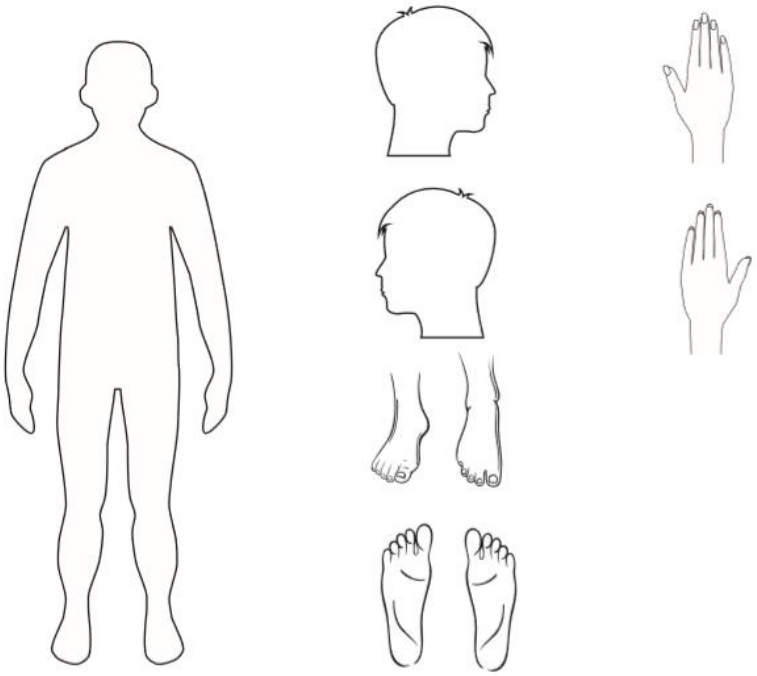
CHRIST THE KING SIXTH FORMS

UT VITAM HABEANT

Child Protection Body Map

HIGH SPEED™ TRAINING

Child Protection Body Map



Name Of Child

Date Of Birth

Name Of Worker

Date Recorded

Observations