



Safeguarding Policy (Document A) Safeguarding Young People – (Appendix B - 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 Christ the King Sixth Form.

CTK Safeguarding Team

Designated Safeguarding Lead (DSL)

Ms Camilla Crampton

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Deputy Designated Safeguarding Leads (DDSLs)

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CTK Aquinas Safeguarding Team

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Mr Merrilees

Head of York Hall

Ms Grant-Che

Head of Walsingham Hall

CTK Emmanuel Safeguarding Team

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Miss Paula Amony

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Assistant Principal for Character & Wellbeing

Mr Matthews

Head of York Hall

Ms Blackman

Head of Aylesford Hall

Mr Michelo

Head of Canterbury Hall

CTK St Mary's Safeguarding Team

Ms Camilla Crampton

Deputy Safeguarding Lead (DSL)

Site Principal: CTK St Mary's

Mrs Josephine Okolo-Erokwu

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Mrs Ademokoya

Head of Canterbury Hall

Mr Armah

Head of Durham Hall

Miss Adegboyega

Head of Aylesford Hall

Mr Jones

Head of York Hall

Mr Tongomo

Head of Walsingham Hall

Useful Contacts

Emergency	
Emergency Services	999
Police	101
NHS	111
Lewisham	
Lewisham Police Station	0300 123 1212
Lewisham LADO	020 8314 7280
Lewisham Children Social Services	020 8314 6660
Lewisham Hospital	020 8333 3000
Lewisham - CAMHS	020 3228 1000
Bexley	
Bexley Police Station	020 7230 1212
Bexley LADO	020 3045 3436
Bexley Children Social Services	020 3045 5440
Bexley Hospital	013 2262 5700
Bexley - CAMHS	020 3260 5200

1 Introduction

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

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

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

1.3 For the purposes of this document, children are defined as all students at Christ the King Sixth Forms who are under the age of 18. However, when a student who is over 18 is at risk of abuse or harm, the Sixth Forms will consider whether the following procedures should be applied, with appropriate adaptations, to afford protection. Christ the King Sixth Forms continue to liaise and communicate with all our Parents/Guardians in line with our mission regardless of age unless there is a safeguarding reason.

1.4 It is the duty of CTK Sixth Forms to ensure that the training and professional development of the DSL and deputy DSLs is ongoing, 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.

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 sixth forms staff, including governors, on updated safeguarding provisions and policies, and provide any available support resources.

Teachers, support staff and visitors are asked 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.

2 Legal context and Framework

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

2.2 The policy takes into consideration the following statutory provisions:

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

- Equality Act 2010

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

- DfE guidance – Sexual violence and sexual harassment between children in schools and colleges (2021)
- DfE guidance – Keeping Children Safe in Education (2023)
- “Working Together to Safeguard Children” (HM Government,2018)
- “What To Do If You’re Worried a Child is Being Abused” (DfE 2015)

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

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

3 The Purpose of the Policy and Procedures

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

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

4 Definitions

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

abuse or exploitation. These terms are recognised by Christ the King Sixth Forms as follows:

Recognising Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Exploitation

Exploitation can take a number of forms including sexual exploitation, financial exploitation and forced participation in criminal activity. It is likely to result in children becoming embroiled in activities which are not of their choosing but which expose them to risk of serious harm or danger.

Safeguarding Issues

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

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. In the event that there is a possibility the bullying may be linked to abuse, the site Principal and the DSL will consider implementing child protection procedures.

4.2 Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or

deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

It is the responsibility of all staff members, volunteers and contractors to *report* their concerns. It is *not their responsibility to investigate* or decide whether a child has been harmed or abused.

A child who is being harmed, abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss college or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their college work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that all staff, volunteers and/or contractors report *all* concerns even if there is no 'absolute proof' that the child is at risk. (See Appendix G for the 'Reporting a Concern' form)

4.3 Taking action

For staff to be able to identify and respond appropriately to possible abuse and/or neglect, they must at all times follow the four stages below:

1. Be alert
2. Question behaviours
3. Ask for help
4. Refer

It may not always be appropriate to go through all four stages sequentially, if a child is in immediate danger or is at risk of harm, the DSL must refer to police or social care without

delay, so it is important staff share any concerns in a timely manner to ensure children are safe.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per **Christ the King Sixth Forms** procedures.

Staff concerns about a child/young person's wellbeing, is likely to be based on:

- a) Something the child/young person/parent has told them
- b) Something they have noticed about the child's behaviour, health, or appearance
- c) Something another professional said or did

Even if staff believe their concern is minor, it is always their responsibility to share concerns no matter how small. The DSL/DDSL may have more information that, together with what staff have shared, represents a more serious worry about a child. It is never up to a staff member to make their decision alone on how to respond to concerns.

4.4 If you suspect a child is at risk of harm

There will be occasions when staff suspect that a child may be at serious risk, but they have no 'real' evidence. The child's behaviour may have changed, their behaviour or work could be bizarre, or other physical but inconclusive signs may have been noticed. In these circumstances, staff will always try to give the child the opportunity to talk. The signs noticed may be due to a variety of factors and it is wholly appropriate to ask the child if they are alright or if they can help in any way. Use the 'Reporting a Concern' form (see Appendix B) to record these early concerns.

4.5 If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to any member of staff about any risks to their safety or wellbeing it is very important that staff let them know that **they must** pass the information on. Under no circumstances should staff keep any secrets for children. Staff/volunteers/contractors should: -

1. Decide whether they need to find out more by asking the child/young person, or their parent to clarify any concerns, being careful to use open questions: beginning with words like: 'how', 'why', 'where', 'when', 'who'?
2. Let the child/young person/parent know what they plan to do next

3. Not promise to keep what they tell them secret.... for example, 'I am worried about your bruise, and I need to tell Mrs Jaffer so that she can help us think about how to keep you safe'
4. Inform the DSL/DDSL immediately. If the DSL/DDSL is not available, inform the Deputy Principal or an Assistant Principal. If there is no other member of staff available, staff must make the referral themselves
5. Make a written record as soon as possible after the event, noting:
 - a. Name of child
 - b. Date, time and place
 - c. Who else was present?
 - d. What was said/What happened/What was noticed ... speech, behaviour, mood, or appearance
 - e. If child or parent spoke, record their words rather than the staff member's interpretation
 - f. Analysis of what you observed and why it is a cause for concern

During a conversation with the child staff should:

- Allow them to speak freely.
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' as a child may interpret it that they have done something wrong.
- Tell the child what will happen next, either going straight to the designated person or advising that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and email it to the designated person.
- Seek support if they feel distressed.

4.6 Notifying parents

The sixth form will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively, and the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the sixth form believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

4.7 Referral to Children’s Social Care

The DSL/DDSL will make a referral to Children’s Social Care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

4.8 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DDSL/DSL/Site Principal or Executive Principal, or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child protection information will be stored and handled in line with General Data Protection Regulation (GDPR), 2018 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject’s rights
- secure.

Record of concern forms and other information will be stored in a locked facility and any electronic information will be protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage.

Child protection records are normally exempt from the disclosure provisions of GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

GDPR principles do not prevent schools or college staff from sharing information with relevant agencies, where that information may help to protect a child. When information is shared, the reason for doing so as well as the reasons why consent may not have been sought, will be clearly documented within the child protection records.

‘Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect’. Information Sharing – DfE guidance 2018

When a child leaves the school (including in year transfers) their Child Protection files will be copied with the copies archived and stored securely for 7 years and the original securely packaged and transferred by hand or secure delivery to the new school. The designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. The DSL/DDSL should ensure a copy of the file is kept for their own records.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

4.9 Early Help and Family Thrive

Christ the King Sixth Forms follows local authority multi-agency threshold guidance document which informs agencies in the area on how to assess and identify a child's level of need and how to access the right level support.

The threshold guidance is divided into four levels:

- Tier 1 - No Additional Needs
- Tier 2 - Early Help/Early Support
- Tier 3 - Children with Complex Multiple Needs
- Tier 4 - Children in Acute Need

The thresholds for intervention are based upon the London Continuum of Need. The London Continuum of Need provides descriptors for four levels of need. When there are children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, this is the threshold for a multi-agency early help assessment to begin – Tier 2/Level 2, Early Help/Early Support which is provided by a Family Thrive practitioner. Family Thrive is part of the wider Early Help offer within which includes a universal offer for all children, young people and families through children's centres, youth hubs and community and voluntary organisations.

Family Thrive is a consent based Targeted Early Help Service. Family Thrive provides intensive family support by working closely with partners to support the most vulnerable children, young people and families with complex needs who require additional and intensive support with a focus on delivering better outcomes. Family Thrive is delivered through a Hub model, organised by four areas with operational delivery managed by two Hub Managers.

If a family is allocated to work with a Family Practitioner, they will receive focused targeted support to improve outcomes, address challenges, reduce risks to children and enable families to sustain change. The Family practitioner will undertake an Early Help Assessment and contribute to outcome-focused plans in line with Signs of Safety and in a way that promotes holistic, and family led planning. The Family Practitioner will be the lead professional and work alongside partner agencies as part of the multi-disciplinary

Team Around the Family (TAF) ensuring that each service is contributing to achieving the best outcomes for children, young people and families.

They will:

- Complete an Early Help Assessment with children, young people and families
- Chair a Team Around the Family meeting and develop an outcomes-focused family plan
- Provide targeted parenting support and undertake direct work with children and
 - young people.

Parents/carers will always be contacted to discuss our concerns prior to making a referral for Early Help. However, if consent is not given and we maintain that there remain unmet needs of the child and there are safeguarding concerns of any nature, a TAF may still be held without the parent/carer consent.

During the TAF, an Early Help Assessment (EHA) will be made, and this will enable us to make clear decisions about any help/support that may be needed and the next steps that should be taken. As part of the TAF process, the EHA will be revisited in six-weekly cycles as a very minimum, although if the needs change, this may happen sooner. At each meeting, a decision will be made as to the current needs for the child/family and how these are best met, including making decisions whether more intervention is needed or whether the current support can be stepped down.

4.10 Team around the School (TAS)

TAS is a local network consisting of schools and other family support services that meet on a regular basis (each term) to have a shared conversation about children and young people that we may be worried about, and that early help and intervention may stop concerns escalating. Individuals from a range of different agencies working together to pool resources come together, to provide support to families that is outcome driven, focused on solutions and helps the family to become more resilient to prevent a child or young person requiring complex/acute support in the future.

Schools facilitate the TAS, identifying the children and young people and complete the TAS Referral form to facilitate discussion. Parents do not attend these meetings, however, need to consent to their information being shared. The TAS will ensure their views and wishes are expressed and considered in any discussion. During the TAS meeting, the school and partner agencies will explore how best to support the child, young person and family to achieve clear outcomes, sustainable change, and prevent them requiring complex and acute support in the future.

The focus is early intervention for children, young people and their families who have an unmet need but who don't require specialist services; ensuring that early help support is getting to families as early as possible.

4.11 MASH Referral Process

Referrals to Children's Social Care are only made for children with needs at Level 3 or 4 of the Continuum of Need. This is determined where children are identified as requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their mental and/or physical health and development and/or who are disabled. They may require longer term intervention from specialist services. In some cases, these children's needs may be secondary to the adults needs. This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989 although the assessments and services required may come from a range of provision outside of children's social care.

Staff with concerns should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL/Deputy DSL/ Site Principal/Executive Principal or the Chair of Governors (for allegations against the Site Principal or Executive Principal) are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety.

As advised in KCSIE 2023 the DSL (including any deputies) should liaise with the three safeguarding partners in line with Working Together to Safeguard Children and NSPCC – When to call the Police

Making a MASH request

If, as professionals, staff have safeguarding concerns or are requesting additional targeted early help, they can complete a MASH request form.

All requests that come through the MASH will be triaged by the multi-agency team and staff may be contacted by a professional representing the sixth form to discuss the request.

Before staff make a request

- The following information will help to determine if it is necessary to make a MASH request, and which part of the MASH request form to use:
- Threshold Guidance will help to assess the level of support needed or risks present. **Professionals should refer to this guidance before making a MASH request.**
- If staff believe a child and their family need some additional support this should be **discussed with the family first** and agree who is best placed to provide that support. An Early Help Assessment can help to get a full picture of the family's situation and plan how to meet that need.
- If it is believed a child or family has needs at the targeted level, which are not being met by services currently involved with the family, the form can be completed to **request help and support** from the MASH.
- If professional working with a child requires supporting information from Children's Social Care (e.g., CAF/CASS, probation, housing conducting statutory

safeguarding checks, assessments), the form can also be completed to **request supporting information**.

- If there is any worry that a child is at risk of significant harm through abuse or neglect, staff should call the MASH immediately to discuss their concerns and then use the form to **request child protection** from the MASH.

MASH/Early Help Consultation Service

To help professionals make the most informed decisions the MASH and Early Help Team will provide a professionals' advice line.

Where the child may need help and protection, they will be given advice and guidance about making a referral, including how to involve parents. Professionals will also receive guidance on the need for parental consent/recorded clarification needed as to why consent was overridden.

During consultation professionals, should:

- Be clear about their concern and what is needed from the consultation
- Clearly identify what their organisation has already done about the concern and the impact of this
- Seek clarification where there are any uncertainties about what is involved
- In the case of the outcome of consultation being to make a referral, discuss the appropriateness of not seeking, or overriding parental consent.

The Consultation service aims to:

- Offer quick access via the telephone to Children's Safeguarding and Social Care advice
- Provide advice on Children's Safeguarding and Social Care threshold decision making i.e., S17 or S47 of the CA 1989
- Improve information sharing about universal and target services providing early help
- Allow professionals the opportunity to talk through situations (hypothetically if necessary) of concern to help determine an appropriate response, without the need for formal referral. This advice will be recorded to provide an audit trail.

How the Consultation Service works?

- Consultation will be offered by MASH Social worker/Early help team and their professional partners for all professionals seeking advice about children who they are concerned about.
- To undertake a consultation professionals should telephone the MASH/Early Help team. Professionals have the option to speak with their own service colleagues co-located in the MASH; who in turn will always be able to seek advice and guidance from social workers.
- When concerns are raised about a child (ren) the MASH/Early Help hub will record the consultation as a contact on the EHM database checking the child's details to ensure appropriate identification. An analysis of need, harm and risk issues will be carried out to provide early action, diversion or intervention to the child and their family. Consent on these cases will always be recorded and considered.
- Where professionals simply seek advice and or guidance on hypothetical cases, they feel stuck with, the MASH or Early help staff members who provide the consultation will send an email as a follow up action and with the advice recorded. It is expected

that the contacting professional follow the record keeping and information guidelines for their own agency, to record they have held a consultation. With hypothetical queries the MASH/Early Help team will not contact the family but do expect professionals to discuss any concerns they have with the individuals who have parental responsibility for the child.

- Professionals and their agencies are not obliged to follow the advice offered, however staff within the MASH/Early Help team will escalate concerns in line with the London Safeguarding Children Procedures where they feel safeguarding activity is required and advice is not followed.
- If following consultation more information becomes known or the situation changes, a professional can seek further clarity by calling the consultation line at any time.
- Alternatively, if they feel that the response, they have received does not meet the needs of the child/family or leaves a child at risk of harm, they can still make a referral in the usual way or escalate their concerns through their organisation's safeguarding process.

4.12 Female Genital Mutilation (FGM)

At Christ the King Sixth Forms we believe that all our students should be kept safe from harm. FGM affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

At Christ the King Sixth Forms we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

FGM occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes. In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad

- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman’s desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family’s country of origin
- talk about a ‘special’ event or procedure to ‘become a woman’

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family requests an ‘authorised absence’ for just before or just after the summer school holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children’s social care. The duty does not apply in relation to at risk or suspected cases.

At Christ the King Sixth Forms if we have concerns about FGM, we will discuss these with parents/carers where appropriate, and the young person concerned, before taking any further action. In cases where it is deemed likely that discussing preliminary concerns with the family may put a child(ren) at risk of any kind, we may not discuss this with parents/carers before reporting to the relevant authorities.

4.13 Forced Marriage/Honour Based Abuse

A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and/or emotional harm (through abuse or neglect), which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

The reason given by parents who force their children to marry include protecting their children, building stronger families, strengthening family links, protecting family honour (e.g., promiscuity or homosexuality), retaining or acquiring wealth, appeasement etc.

Suspicious that a child may be forced into marriage may arise in a number of ways, including:

- A family history of older siblings leaving education early and marrying early;
- Depressive behaviour including self-harming and attempted suicide;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;
- A child going missing/running away;
- A child always being accompanied including to school and doctors' appointments;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad; or
- A child directly disclosing that they are worried they will be forced to marry.

Information about a forced marriage may come from one of the child's peer group, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic violence between parents.

Situations where a child fears being forced into marriage have similarities with both domestic violence and honour-based abuse. Forced marriage may involve the child being taken out of the country (trafficked) for the ceremony, is likely to involve non-consensual and/or underage sex, and refusal to go through with a forced marriage has sometimes been linked to so-called 'honour killing'.

Professionals should respond in a similar way to forced marriage as with domestic violence and honour-based abuse (i.e., in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according to them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

4.14 Domestic Violence (DV)

Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- emotional

In extreme cases this could include murder.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

4.14.1 Children and young people witnessing domestic abuse

Witnessing domestic abuse is child abuse. Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

4.14.2 Teenagers experiencing domestic abuse

Domestic abuse can happen in any relationship, and it affects young people too.

They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well in education- due to difficulties at home or disruption of moving to and from refuges.

Where potential cases of Domestic Violence are identified, the school will conduct an assessment using the Domestic Abuse Stalking and Harassment (DASH) Risk Indicator Checklist. If a case causes enough concern following this assessment, the Designated Safeguarding Lead (DSL) or Deputy, will make the necessary referral(s) on to other appropriate agencies

4.14 Operation Encompass

At Christ the King we are working in partnership with the Metropolitan Police and to identify and provide appropriate support to students who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to address this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the local authority safeguarding team will share police information of all domestic incidents where one of our students has been present, with the Designated Safeguarding Lead(s) (DSL or DDSL's). On receipt of any information, the DSL/DDSL will decide on the appropriate support the child requires, this could be silent or overt dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. Christ the King Sixth Forms will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

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.

4.15 Child Exploitation

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the

abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

If colleagues have concerns about any students at risk of CSE, they should ensure that their concerns are passed promptly on to the DSL/DDSL so that a referral is made to the Concerns Hub. Any school or college can complete the referral form by sending a request to PLMailbox-ConcernHub@met.police.uk

4.16 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- In exchange for something the victim needs or wants, and/or
- The financial or other advantage of the perpetrator or facilitator and/or
- Through violence or the threat of violence

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

If colleagues have concerns regarding any students at risk of CCE, they should ensure that their concerns are passed promptly on to the DSL/DDSL.

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:

Staff should be aware of some of the key indicators of children who are involved in county lines, including:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in county lines;
- Having older friends
- Mood swings or changes in emotional wellbeing; and
- Drug and/or alcohol misuse

If colleagues have concerns about any students at risk of county lines, they should ensure that their concerns are passed promptly to the DSL so that a referral is made to the Concerns Hub. Any school can complete the referral form by sending a request to PLMailbox-ConcernHub@met.police.uk

4.18 Organised exploitation and trafficking

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

The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs'

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

Also, modern slavery encompasses human trafficking, as defined in the UN Palermo Protocol and the Council of Europe Convention and as made illegal in UK legislation under the Sexual Offences Act 2003 and the Asylum and Immigration (Treatment of Claimants) Act 2004. It also includes cases of slavery and servitude as made illegal in the Coroners and Justice Act 2009, which criminalises holding a person in slavery or servitude or requiring a person to perform forced or compulsory labour. When referring to modern slavery, it encompasses all of the forms of human trafficking, slavery and servitude that have been defined in national and international laws and agreements.

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians

- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

Responding to concerns about students at risk of or victims of modern slavery are informed by the statutory DfE guidance 'Care of unaccompanied migrant child and child victims of modern slavery, published in November 2017. All concerns about students who may be being trafficked should be passed straight to the DSL/DDSL on our standard concerns form.

4.19 Child on Child Abuse including 'sexting' and children displaying Harmful Sexual Behaviours

Child on child abuse can take many forms including physical (including hitting, kicking, shaking, biting, hair pulling etc.), sexual (e.g., inappropriate touching) and emotional abuse (including bullying & cyberbullying). Department for Education (DfE).

September 2023: Keeping children safe in education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as 'banter' or part of 'growing up'. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.

A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires the school/college to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Child on child abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g., isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g., girls being touched, or boys being involved in initiation activities).

At Christ the King Sixth Forms we believe that all children have the right to attend the sixth and learn in a safe environment. Children should be free from harm by adults in the sixth form and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour and Anti-Bullying Policies where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Child Protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex and Christ the King Sixth Forms will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. KCSIE 2023 defines a form of child-on-child abuse described as "upskirting", which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm".

At Christ the King Sixth Forms we will support the victims of child-on-child abuse by following DfE guidance 'Sexual Violence and sexual harassment between children in schools and colleges', first published in December 2017.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

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

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

safeguarding concern the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL) 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 or DDSL will contact social services to discuss the case. The DSL/DDSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL/DDSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files.

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

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

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

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

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

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

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

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

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

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

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

Serious Violent Crime

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

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

Online Safety

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

4.19 Preventing Radicalisation

‘Channel’ and ‘Prevent’

Terrorism is defined in KCSIE 2023 as “an action that endangers or causes violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause”.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’. Channel, a key element of the Home Office’s “Prevent” strategy, is a multi-agency approach to protect people at risk from radicalisation. As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation, and to stamp out extremism if it arises. This includes identifying students:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Shows empathy for extremist causes
- Glorifying violence, especially other faiths or cultures
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues
- Secretive behaviour
- Advocating messages similar to illegal organisations or other extremist groups

Christ the King Sixth Forms will always take allegations and concerns of radicalisation and/or terrorism seriously. Christ the King Sixth Forms will help students channel their desire for excitement and adventure into suitable and healthy activities. Radicalisation and extremism can be wider than religious beliefs and linked affiliations and can include radicalisation around far right groups and also by criminal groups connected with gang activity.

Christ the King Sixth Forms use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Christ the King Sixth Forms will establish appropriate filters to protect children from terrorist and extremist material online.

Christ the King Sixth Forms celebrate a range of different religious and cultural festivals across the year, giving every child the opportunity to take part. Christ the King Sixth Forms will monitor and assess incidents which suggest students are engaging, or are at risk of engaging in, extremist activity and/or radicalisation.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised in any way, they should discuss this with the DSL/DDSL.

5.0 Safer Working Practice

5.1 Safer Recruitment

Christ the King Sixth Forms recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people.

The sixth form will protect our students from having to come into contact with people with the propensity to cause harm by thorough and rigorous scrutiny of all applications. Christ the King Sixth Forms will:

- Verify applicant's identity
- Check applicants' qualifications/experience/ employment/history
- Obtain professional and character references
- Check applicant's health and physical capacity to undertake the job
- Hold a face-to-face interview for all candidates with at least one member of the panel who has attended safer recruitment training
- Ensure all adults in regulated activity with the children have been DBS checked and barred list checked.
- Make staff aware of their contractual, legal, administrative and pastoral responsibilities. A key document to support staff's understanding in this area is 'Keeping Children Safe in Education' (2023) which will be made available to all staff.

In recruiting and appointing staff, the Deputy Principal, Executive Principal and the Governing body have key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

5.2 Employees: Advertising / Shortlisting / Interviews

Christ the King Sixth Forms ensure that the advertisement makes clear the sixth forms commitment to safeguarding and promoting the welfare of children.

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.

All person specifications include specific reference to suitability to work with children.

We ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised, and any concerns need to be resolved satisfactorily, before the appointment can be confirmed.

We endeavour to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.

On receipt, references will be checked by the Head Teacher to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example, if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post; including information obtained from records held on the Database of Qualified Teachers (DQT). The DQT is maintained by the Teaching Regulation Agency (TRA) which is an executive agency of the Department for Education (DfE).

Christ the King Sixth Forms verify that the successful applicant has all the academic or vocational qualifications claimed.

Christ the King Sixth Forms check their previous employment history and experience.

Christ the King Sixth Forms conduct a face-to-face interview that explores the candidate's suitability to work with children as well as their suitability for the post.

Christ the King Sixth Forms verify the successful applicant's identity, when they arrive for an interview.

5.3 Offer of Appointment

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks. Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities.
- Verify professional qualifications, as appropriate.

5.4 Additional checks on individuals who have lived or worked outside the UK:

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

Christ the King Sixth Forms Christ the King Sixth Forms will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website.

All schools and colleges have a statutory duty under the new Home Office guidance issued on 6 April 2017, which states that:

"All Tier 2 (General) visa applicants who want to work in specified health, education or social care sectors must provide a criminal record certificate and so for all new appointments, schools must consider additional checks, including obtaining a Certificate of Good Conduct, where staff have ever lived or worked abroad".

The requirement is applicable to **all** *Tier 2 (General) staff from any country (excluding the United Kingdom and Northern Ireland), where an individual has lived or worked for more than 12 months+ either in total or continuously as well as within the previous 10 years.

All new employees who declare that they have ever lived or worked outside the UK for more than 12 months+ either in total or continuously since the age of 18 years, will be risk assessed before making a decision as to whether further checks are appropriate in accordance with statutory guidance in Keeping Children Safe in Education 2023.

It is not a legal requirement for existing staff who have ever lived or worked abroad for 12 months+ in total or continuously since the age of 18 years, but the governing body and senior leadership at Christ the King Sixth Forms have made the decision that we will/will not risk assess existing staff to make a decision whether or not we will pursue overseas criminal records checks for existing members of staff, volunteers or governors.

5.5 Additional online checks for shortlisted candidates

As part of the shortlisting process, we may consider carrying out an online search for shortlisted candidates. This may help identify any incidents or issues that have happened, which are publicly available online which may be explored with the applicant at interview.

5.6 Single Central Record (SCR)

We keep a SCR for the school. Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed and by whom:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The SCR will cover the following people:

- all staff (including supply staff) who work at the school
- all others who work in regular contact with children in the school including volunteers.
- Governors

In order to comply with the requirements of the Data Protection Act, we will not retain a copy of the individual's Disclosure and Barring Service (DBS) Certificate. However, copies of other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

5.7 Visiting Professionals/Agency Workers/Third Party Staff

Christ the King Sixth Forms only use supply agencies that are able to provide full written vetting information about their staff prior to them starting work at the sixth form.

The vetting information must contain the following:

- ID Checked
- Teaching Agency Check
- Qualification Evidence
- Medical Check
- Barred List Check and Date
- Valid DBS Date
- Enhanced DBS number
- Further Disclosure Information, if necessary
- Right to work in the UK Check
- Overseas Checks/Risk Assessment
- References Check
- Confirmation of Level 1 safeguarding training within the last 12 months

Christ the King Sixth Forms ask supply agencies to email the vetting information to the Human Resources as well as to the site Principals PA on arrival.

The site Principals PA checks this evidence on arrival, checking that the person presenting themselves for work is the same person on whom the checks have been made.

Any discrepancies will be reported to Human Resources immediately and the agency staff will not be able to start their work until satisfactory checks have been concluded.

Safer recruitment records of regular agency workers are included in Christ the King Sixth Forms SCR.

Christ the King Sixth Forms provide an induction for supply staff, which includes safeguarding and a briefing on any vulnerable children they will be working with.

5.8 Trainee/Student Teachers

Initial Teacher Training Students, e.g., Schools Direct Students, who are salaried by the sixth form, have to undergo the same safer recruitment checks as regular staff, before they can start working for the sixth form.

Safer Recruitment records for Initial Teacher Training Students, e.g., Schools Direct Students, who are salaried by the school, are included in the sixth form's Single Central Record.

Where trainee teachers are fee-funded, it is the responsibility of the Training Provider to carry out the necessary checks.

5.9 Regulated Activity

A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school or college at times when children are on school or college premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

Any member of staff, volunteer or governor that will be working in regulated activity will have a barred list check carried out.

All visiting professionals e.g., coaches, music teachers, health professionals and LA advisors have to provide the sixth form with their valid enhanced DBS details.

All cleaning staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Cleaning Contractor to carry out the necessary checks.

All cleaning staff's safer recruitment records are included in the sixth forms SCR.

All Enrichment Club Personnel have to provide the sixth form with their valid enhanced DBS details.

It is the responsibility of the Human Resources to make sure all enhanced DBS checks are current and recorded.

5.10 Volunteers E.g., Parents/Carers

As per the guidance in Keeping Children Safe in Education 2023, all volunteers will be risk assessed to determine whether they require a DBS and whether or not this will need to include a barred list check should their role require them to be in regulated activity. Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Christ the King will obtain an enhanced DBS certificate with barred list check for all volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

5.11 School Governors

Christ the King Sixth Forms apply for an enhanced DBS check for all members of the governing body. In addition to this, a risk assessment will be completed to ascertain if any members of the governing body are taking part in regulated activity with children. If it is determined that any person is taking part in regulated activity, a barred list check will be requested. They must do this by 1 September 2016 where a governor was elected before 1 April 2016 and within 21 days of appointment or election if a governor is elected or appointed after 1 April 2016.

All new governors will be asked to declare their overseas history and where necessary, complete a risk assessment. Existing governors will also/will not be required to complete an overseas criminal history risk assessment in line with our agreed school procedures. All governors must also undergo a s128 check to confirm any directions which may have been made against them by the Secretary of State. This check will be carried out using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service).

All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

All governors and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty²³), and their local multi-agency safeguarding arrangements

4.12 Contractors

The security team will always check the identity of contractors upon their arrival to Christ the King Sixth Forms.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised by a member of the Premises Team, if they will have contact with children.

If a self-employed contractor is working at the school and will have unsupervised contact with children, Christ the King Sixth Forms will obtain an DBS check and/or barred list check as appropriate, as self-employed people are not able to make an application directly to the DBS on their own account.

4.13 General Visitors to the School

Christ the King Sixth Forms will not request DBS checks and barred list checks, or ask to see DBS certificates, for general visitors, e.g., children's relatives attending events in the school, etc. All visitors will be signed in by the Security Team and issued with a visitor's lanyard that needs to be visible for the duration of their visit.

5.0 Staff Conduct

5.1 Training

Staff will be supported to recognise the signs and symptoms of neglect, physical, emotional and sexual abuse. New/temporary staff will receive training as part of their induction process. Every member of staff will receive a copy of this Safeguarding and Child Protection Policy as well as the Staff Code of Conduct, Keeping Children Safe in Education (2023) – Part One and Annex A and will need to sign to confirm that they have read and understood the documents.

All staff will receive child protection training at least annually with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse. In addition, staff will receive regular training updates about safeguarding related issues.

The safeguarding training of third-party staff/contractors will be verified and if necessary, further training may be given as part of the induction process. Third party colleagues will also sign the Staff Code of Conduct. Should a child or a member of staff be concerned about another member of staff's conduct in relation to child protection then procedures are in place. Christ the King Sixth Forms staff should take care not to place themselves in a vulnerable position with a child. They should strictly adhere to the Department for Education and Skills (DfES) guidelines on teachers' behaviour and Christ the King Sixth Forms policies.

5.2 Safer Working Practice

Christ the King Sixth Forms make use of the Safer Recruitment Consortium document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.' May 2019 as the basis for our Code of Conduct. All staff are expected to follow the Christ the King Sixth Forms Staff Code of Conduct and the expectations set out in the staff handbook (see Code of Conduct and Staff Handbook).

Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for adults working with individual children to do so in view of other adults. If staff anticipate being in a situation that could be open to misinterpretation, they should alert a senior manager in advance and inform the child's parent or carer. Staff should escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has an additional need that has been brought to their attention by the parent/guardian and a strategy agreed in writing. We recognise that physical touch between adults and children in relation to the activity being provided is acceptable in public places.

5.3 Managing Allegations Against Staff

Christ the King Sixth Forms understand that a parent/student/another staff member may make an allegation against a member of staff (including volunteers and supply staff). If such an allegation is made:

The member of staff receiving the allegation will immediately inform the Headteacher or the most senior DSL who must be part of the senior Leadership team if the Site Principal or Executive Principal is not present.

The Site Principal/Executive Principal or the senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for Child Protection. If the allegation made to a member of staff concerns the Site Principal/Executive Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

Site Principal will follow the Local Authority procedures in the LADO protocol, updated in May 2018, for managing allegations against staff, and statutory guidance 'Keeping Children safe in Education.' (2023)

Individuals who are the subject of allegations should be informed of these as soon as possible, as should the parents and carers of any children involved. However, every effort must be taken to maintain confidentiality, in order to comply with the reporting restrictions in the Education Act 2011.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult the LADO for Child Protection, or Christ the King Sixth Forms Human Resources Department.

The name of any member of staff considered not suitable to work with children will be given to the Department for Education Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.

Any child making such an allegation will be treated sensitively and made to feel safe and listened to. If there are any immediate concerns of safety action must be taken to remove the child from harm. Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.

Police need to be contacted at the earliest opportunity when a victim of a crime makes an allegation of serious sexual assault. Any delay will be likely to have a serious impact upon safeguarding/the reassurance of the victim and the securing all available evidence. Criminal procedures and considerations must be placed above internal disciplinary/suspension protocols in such instances.

5.4 Organisations or Individuals using school premises

Allegations relating to an incident when an individual or organisation was using school premises for the purposes of running activities for children, Christ the King Sixth Forms should follow their safeguarding policies and procedures, including informing the LADO.

5.6 Whistleblowing

Christ the King Sixth Forms recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues in relation to children. If necessary, they should speak to the Designated Child Protection Governor (Chair of Governors) or the LA Designated Child Protection Officer (LADO) via the DSL, if they are not the same person – see Whistleblowing Policy.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

6.0 General Safeguarding

6.1 Health and Safety

Our Health and Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration Christ the King Sixth Forms give to the protection of our children both within the sixth form environment and when away from the sixth form when undertaking trips and visits.

6.2 Attendance

Christ the King Sixth Forms policy on attendance is set out in a separate document and is reviewed annually. Christ the King Sixth Forms recognises that poor attendance can be an indicator that a child is experiencing abuse. The Assistant Principals and Heads of Hall monitor attendance weekly, and report concerns to the Assistant Principal of Character and Wellbeing at regular meetings.

In line with the 2022 DfE Guidance, Working Together to Improve School Attendance, Christ the King Sixth Forms are protective in being best placed to spot early patterns of poor attendance for persistent absentees. Individual students' barriers to attendance, however, often go far beyond the school/college gates. Persistent absence is almost always a symptom of wider issues in a student's life, and barriers to attendance are often specific to local contexts".

6.3 Information Sharing of Child Protection Files

Where students leave Christ the King Sixth Forms the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt will be obtained. In addition to this, the Designated Safeguarding Lead may also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

6.4 E-Safety and Digital Safeguarding

Christ the King Sixth Forms ensure students are protected while using digital technologies at the school. Christ the King Sixth Forms is committed to including digital technologies, in particular, internet use, in our curriculum. In so doing we recognise the inherent risks posed by this useful learning tool. Full compliance with the school Digital Safeguarding policy will mitigate these risks and help to ensure students are safe online.

6.5 Filtering and Monitoring Systems

Filtering and monitoring systems protect students and staff from harmful and inappropriate content online

Harmful content may be legal or illegal, and could include:

- Pornography
- Promotion of self-harm and/or suicide
- Misogyny
- Racism
- Fake news
- Extremist views

All staff should follow policies and procedures, report any problems, and monitor what's happening on screens in school.

6.5 Anti-Bullying Policy

Christ the King Sixth Forms policies on anti-bullying and cyber-bullying are set out in separate documents. Christ the King Sixth Forms expect staff to acknowledge that to allow or condone bullying, constitutes a lack of duty of care, which may lead to consideration under child protection procedures.

6.6 Physical Intervention Policy

Christ the King Sixth Forms policy on physical intervention by staff is set out in a separate document. Christ the King Sixth Forms acknowledge that staff must only ever use physical intervention as a last resort, and that always it must be the minimum force necessary to prevent injury to themselves, another person or property. Individual Risk Assessments are completed for students who have a higher likelihood of needing physical intervention and/or restraint and staff who work closely with these students are provided with additional Positive Handling training.

6.7 School Visits

Christ the King Sixth Forms have clear protocols in place to ensure the safety of children whilst on school trips (see visits and trips policy). These include:

- Visit procedures to be documented by staff and agreed with the Educational Visits Coordinator.
- Risk assessments
- DBS/barred list checks where appropriate

6.8 Looked After Children (LAC)

Christ the King Sixth Forms Site Principal and Executive Principal are responsible for Looked After Children and ensure that appropriate staff have the information, they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. The Site Principal and Executive Principal also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after them.

The designated staff for Looked After Children has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

6.9 Children Missing/Absent from Education

- Children absent from education are on the school roll, but are regularly not attending
- Children missing education aren't on any school/college roll or being educated elsewhere
- These are vital warning signs of safeguarding risks to a child

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

Christ the King Sixth Forms places a great emphasis on regular and punctual attendance, and we promptly follow up any unexplained absence. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Christ the King Sixth Forms has an attendance register as required by law. No child is deleted unless there are appropriate checks conducted to ensure that the child is not at risk from being missing from education. A child may be deleted from the admission register for the following reasons.

- The child has been taken out of school by their parents and is being educated outside the school system e.g., home education.
- The child ceased to attend Christ the King Sixth Forms and no longer lives within reasonable distance from the sixth form at which they are registered.
- The child has been certified by the education medical officer as unlikely to be in a fit state of health to attend the sixth form before ceasing to be of compulsory school age, and neither they nor their parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the Site Principal/Executive Principal does not reasonably believe that they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

6.10 Children with Special Educational Needs and Disabilities

For a variety of reasons, children with additional needs face an increased risk of abuse and neglect, therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other students.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers

6.11 Fabricated Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

FII is also known as 'Munchausen's syndrome by proxy' (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

If it is suspected that a parent/carer may be fabricating or inducing illness in their child, staff should not confront them directly. It's unlikely to make the person admit to wrongdoing, and it may give them the opportunity to dispose of any evidence of abuse. Staff must immediately report any concerns to the DSL/ DDSL using the concerns form.

6.12 Photography and Images

To protect children, we will:

- Seek parental consent for photographs to be taken or published (for example on our website or in newspapers and/or publications)
- Only use Christ the King Sixth Forms equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that the children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

Parents that are taking photographs at sixth form events and other productions or school trips are instructed that these are to be for personal use only and are not to be shared on social media.

6.13 Mental Health/Self-Harm

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

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

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

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

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, including self-harm, and are often a direct response to what is happening in their lives.

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to 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 keep students safe.

Christ the King Sixth Form staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the DSL/DDSL.

6.14 Faith Based Abuse

Faith abuse is abuse of a child, linked to faith or belief. It is not about challenging people's beliefs, but where these beliefs lead to abuse, this should never be tolerated. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

Christ the King Sixth Forms have provided all staff, as part of safeguarding training, information about potential signs and indicators of faith-based abuse.

All staff should be alert to the indicators of abuse and should be able to identify children at risk of this type of abuse and intervene to prevent it.

Following the potential identification, confirmation, or disclosure of faith abuse by a child/young person/family member to an adult in school, the following actions will be considered:

- Standard child safeguarding procedures apply and must always be followed in all cases where abuse or neglect is suspected including those that may be related to belief systems.

- A MASH referral may be necessary to safeguard the child/young person (see below for contact details).
- An Early Help Assessment may be appropriate for some children and young people to meet need.

6.15 Searching Screening and Confiscation

The DfE advisory guidance, Searching, screening and confiscation guidance for Headteachers/Principals, school and college staff and governing bodies' sets out the power schools and colleges have when searched students, both with or without consent, and their right to confiscate items found during the searches.

6.16 Contextual Safeguarding

Christ the King is aware that the young people in our school may face additional extra-familial risks outside of the school context. Working Together to Safeguard Children, 2018 states that, "These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines.
- trafficking.
- online abuse.
- teenage relationship abuse.
- sexual exploitation and
- the influences of extremism leading to radicalisation,".

As part our whole-school approach to these contextual safeguarding risks, we have developed a curriculum, policy and practice that promotes a culture that focuses on educating about risks and potential threats as well as responding to these. In addition to this, Christ the King Sixth Forms will regularly use student-led intelligence to identify potential risks in and outside of our community and mitigate against them through regular safety mapping exercises.

Where safety mapping exercises identify people, places, and environments where extra-familial harm could take place, we will focus on interventions that address these wider environmental factors by partnering with other professionals, external agencies, and community establishments to create more safe spaces for our young people.

Christ the King Sixth Forms will train colleagues to understand how to identify these potential contextual safeguarding risks/threats and refer any new concerns in the normal way.

Christ the King Sixth Forms take contextual safeguarding very seriously. If colleagues have concerns or become aware of circumstances within school where young people are currently experiencing or are at risk of harm, please report to the DSL/DDSL using the concerns form.

7.0 The Role of the Governing Body

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

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

8 The Designated Governor

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

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

- Ensuring that Christ the King operates a policy which is consistent with requirements of the Local Safeguarding Children Board (LSCB).
- Ensuring that the Governing Body considers the Sixth Forms' Policy on Child Protection each year and that the implementation of the policy appears as a regular item on the agenda of meetings of the Audit and Risk Committee.

- Ensuring that each year the Governing Body is informed of how the Sixth Forms and its staff have complied with the Policy including, but not limited to, a report on the training that staff have undertaken.
- Ensuring that each year the Independent Safeguarding Board report to the Governing Body about the work that has been undertaken with the DSL and the DDSL's and the measures put in place to enhance safeguarding.

8.3 The Designated Governor shall meet with the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads where possible, on two occasions annually in order to consider and review the effectiveness of the Child Protection procedures being followed. This will involve considerations of the Child Protection Training undertaken by staff, the means by which Child Protection matters are taken forward in the Sixth Forms and the recording, storage and follow-up of information.

8.4 The Designated Governor is responsible for overseeing the liaison with external agencies such as the police and/or social services in connection with allegations against the Executive Principal. The Executive Principal is responsible for overseeing the liaison with external agencies such as the police and/or social services in connection with allegations against the Deputy Principals or the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

8.5 To assist in these duties, the Designated Governor shall receive appropriate training in line with LSCB procedures.

9 The Designated Safeguarding Lead

9.1 The Designated Safeguarding Lead shall be the senior manager who is designated with the overall responsibility for Child Protection and Safeguarding. The Designated Safeguarding Lead is Mrs Camilla Crampton (Deputy Principal).

9.2 The Designated Safeguarding Lead is responsible for the management of the Sixth Forms overall policy and procedures that relate to child protection and safeguarding issues. They will have received training in child protection issues and inter-agency working, as required by the LSCB, and will receive refresher training yearly. The Designated Safeguarding Lead will keep up to date with developments in child protection issues.

9.3 More specifically they have the responsibility for:

- Liaising with the Designated Governor(s), the Local Education Authority, Children's Social Services, the Local Safeguarding Children Board, the Police and other agencies to refer individual cases of suspected or identified abuse, neglect or such allegations.
- Acting as the key safeguarding contact person within the Sixth Forms.
- Being responsible for co-ordinating action within the Sixth Forms on child protection and safeguarding issues.

- Where appropriate, liaising with staff to share information, but only on a “need to know basis”, to protect the rights of children to confidentiality.
- Raising awareness about child protection and safeguarding, ensuring all staff are familiar with this Policy and Procedure and receive basic training in child protection issues.
- Ensuring that specific staff are trained in the London Child Protection Procedures, the LEA guidelines and DfE guidance.
- Providing advice and support to other staff on issues relating to child protection and safeguarding.
- Ensuring that parents or children and young people within the Sixth Forms are aware of CTK’s child protection policy.
- Liaising with agencies as appropriate.
- Where an inter-agency child protection plan is in place, ensuring the Sixth Forms is involved in, where appropriate, the preparation of the plan and ensuring the Sixth Forms role is clearly defined.
- Reporting annually to the Governing Body of the Sixth Forms on how the Sixth Forms have discharged its duties. The designated staff member is responsible for reporting deficiencies (which may be identified internally or by outside agencies) in procedure to the Governing Body at the earliest opportunity.
- Managing the use and implementation of the Vulnerable Student Processes across the collegiate (see Appendix A for a summary of processes relating to student vulnerability)
- Ensuring that Christ the King fulfils its legal obligations regarding staff being issued with and reading Keeping Children Safe in Education Section A on an annual basis.

10 The Deputy Designated Safeguarding Lead (DDSL)

10.1 For the Emmanuel site Miss Paula Amony (Assistant Principal) is the Deputy Designated Safeguarding Lead. At the St Mary’s site, the role is undertaken by Mrs Josephine Okolo - Erokwu (Assistant Principal) and at Aquinas Mrs Rosie Salmon (Assistant Principal) has this responsibility.

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

- Liaising with the Designated Safeguarding Lead on matters relating to Safeguarding Young People and Child Protection.
- Providing first-line advice to staff and students on child protection matters.
- Representing the Sixth Forms at child protection meetings.
- Knowing how to make an appropriate referral and then to liaise with child protection officers in local authorities to seek advice on how best to deal with a specific case.

- Dealing with individual cases, including attending case conferences and review meetings as appropriate.
- Liaising with the Designated Safeguarding Lead to agree and implement actions relating to individual child protection cases.
- Advising on any changes that should be introduced to improve the procedures relating to child protection.
- Supporting the processes of briefing and training of staff on matters relating to child protection.
- Undertaking training in child protection issues and inter-agency working, as required by the LSCB.
- Overseeing the planning of any curricular or other provision, e.g., ensuring an effective approach to dealing with bullying.
- Maintaining a proper record using the safeguarding form (see Appendix B) of any child protection referral, complaint or concern (even where that concern does not lead to a referral).
- Liaising with schools which send students to the Sixth Forms to ensure that appropriate arrangements are made for the students in relation to Child Protection issues.
- Ensuring that there are effective arrangements for liaising with employers and training organisations that receive young people from the Sixth Forms on placements to ensure that appropriate safeguards are put in place.
- Managing the use and implementation of the Vulnerable Student Processes on their sites (see Appendix A for a summary of processes relating to student vulnerability)
- Facilitating the Sixth Forms obligation regarding staff being issued with and reading Keeping Children Safe in Education Section A on an annual basis.

11 The Roles and Responsibilities of all Staff

- 11.1 Everyone in the Sixth Forms must be aware that the safeguarding of children and young people is of paramount importance and that it is the duty of all staff to implement the Sixth Forms policy regarding such matters. In doing this all staff should recognise that any child may be the victim of abuse, or may be at risk of, physical abuse, neglect, emotional abuse or sexual abuse.
- 11.2 The Designated Safeguarding Lead and Deputy Safeguarding Officers and all staff working with children and young people will receive training sufficient to familiarise them with child protection issues and responsibilities and the Sixth Forms policy and procedures, with refresher training at least every three years.
- 11.3 Consequently all staff members must be familiar with these procedures. It is the responsibility of all members of staff to act immediately if they become aware of an actual case of abuse/neglect or become suspicious that there may be a risk of

abuse/neglect or other safeguarding concern such as exposure to radicalisation.

- 11.4 The responsibility of staff is not exhausted upon referral and staff are required to follow up progress with concerns with the Designated Safeguarding Lead and or Deputy Designated Safeguarding Leads until they are satisfied that relevant action has been taken. Should they be dissatisfied with the response or action taken then staff should escalate the matter to the Designated Safeguarding Lead or Executive Principal.

12 Immediate Action

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

13 Reporting to the Executive Principal

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

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

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

15 Contact with Children's Services

- 15.1 Should referral be necessary, the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead Protection Manager, Deputy Principal or Executive Principal, must report the matter by telephone as soon as possible and within forty-eight hours to social workers in the Children's Services department for the local authority where the child lives. This referral should be followed using the standard processes.

15.2 A written record of the date and time of the report should be made, and the report must include the name and position of the person to whom the matter is reported. The telephone report must be confirmed in writing, using the appropriate referral tools where possible, to the Children's Services department within forty-eight hours. Staff should be aware that well-kept records are essential for good child protection practice.

15.3 The Deputy Designated Safeguarding Lead, Designated Safeguarding Lead, Deputy Principal or Executive Principal should discuss with the social worker:

- What action will be taken to inform the parents of the child. A note of that conversation should be made.
- The process for keeping the Sixth Forms informed of further action taken.

16 Investigation of a Case

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

17 Making Written Notes

17.1 A member of staff must make a written record of their concerns at the earliest opportunity – recording relevant facts accurately and clearly. Care should be taken not to make any assumptions or confuse fact with opinion.

17.2 When recording discussion that took place regarding the case (e.g., with the child), members of staff should try to record accurately what was said. Where possible, the actual words that were said should be recorded.

17.3 Any notes must be given to the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead as soon as possible and will help to ensure accuracy in recalling events later. Such notes should be stored safely.

18 Written Records of Concerns

18.1 The Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead shall retain a copy of:

- The report of any abuse or suspected abuse.
- Any notes or correspondence dealing with the matter.
- Any other relevant material.
- Copies of reports, notes and all documents should be kept securely locked at all times and access to records will be confined to designated staff.

19 Record Keeping

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

20 Contacts with the Family

- 20.1 Contact with the family should first be discussed with the Sixth Forms Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead, who will consult relevant staff within the appropriate external agency/local authority.
- 20.2 In cases where a minor physical injury causes concern, it is usual to discuss this with the parent or carer. If the explanation suggests a non-accidental cause of the injury (or a failure to protect the child from harm), the parent or carer should be advised, where appropriate, that the matter may be referred to an agency and most likely to the Children's Services of the relevant local authority.
- 20.3 In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period of time. There may have been discussion between the Sixth Forms staff and the family about sources of help (e.g., the Children and Family Service), but if concerns persist, the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will need to refer to the Children and Family Service and will normally advise the family of this.
- 20.4 In cases where there are suspicions of sexual abuse, where there is fabricated or induced illness or where to do so would place the child in greater risk, the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead will seek immediate advice from the Children and Family Service staff before discussing the matter with the family, to determine whether it is appropriate for the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead to speak with the family or whether instead an external agency may liaise with the family.

21 The Child Protection Register

- 21.1 The Sixth Forms will normally be told by the relevant Children's Social Service when a student's name is on the Child Protection Register (CPR) whether in the London Borough of Lewisham, Bexley or within another local authority.
- 21.2 The name and contact details of the key social worker **must** be obtained and clearly recorded on the relevant student's record held in the Sixth Forms.

21.3 The Sixth Forms will participate fully in the work of relevant professionals who are responsible for these students and will assist with the objectives of the Child Protection Plan for the student.

22 **Sharing information and request for assistance by other agencies**

22.1 Christ the King has a legal duty to assist other agencies including the appropriate department within a local authority or the Police, when they are making enquiries about the welfare of the child.

22.2 It is therefore appropriate that information about a child is shared with other agencies, but such information must only be shared on a “need to know” basis with other agencies.

22.3 When telephone requests for information are received, the relevant member of staff should **always** contact the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead who will deal with the request in a manner consistent with that below.

22.4 Where a written request for information is received by a member of staff, the member of staff should always advise the Deputy Designated Safeguarding Lead and or Designated Safeguarding Lead and they should handle the information request or expressly authorise that member of staff to deal with the enquiry. If the staff member does not receive this authorisation they should not engage in detailed dialogue.

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

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

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

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

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

23 **Allegations against Members of Staff**

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

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

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

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

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

- 23.1 Where an allegation of abuse is made against a member of staff, the Executive Principal must be informed immediately. If the Executive Principal is not available, the Deputy Principal must be informed in their absence.
- 23.2 All allegations against staff at the Sixth Forms will be handled in accordance with guidance contained in the Government publication Keeping Children Safe in Education (2021) which sets out the procedures which must be followed.
- 23.3 Where an allegation of abuse is brought to the attention of the Executive Principal or, in their absence, the Designated Safeguarding Lead, the matter must be referred to the Local Authority Designated Officer (LADO) within 24 hours, provided:
- The allegation is that a member of staff has behaved in a way that has harmed or may have harmed a child.

Or

 - It is alleged that a member of staff has possibly committed a criminal offence against, or related to, a child.

Or

 - There is an allegation that a member of staff has behaved towards a child/young person in a way that indicates they are unsuitable to work with children.

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

24 Monitoring the Implementation and Effectiveness of the Policy

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

Date Approved: September 2023
Next Review Date: September 2024



Safeguarding Young People Anti-Bullying Statement (Appendix B)

Mission Statement

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

To achieve this as a community we will:

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

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

1 Introduction

- 1.1 Bullying involves the abuse of power. It destroys self-esteem and clearly undermines our mission at Christ the King Sixth Forms.
- 1.2 Bullying is behaviour that consciously causes distress, either mental or physical, to others by hurting them with words or actions, or by making them feel humiliated, excluded, frightened or threatened. Bullying may take various forms:
 - **Physical** (e.g., pushing, kicking or taking belongings).
 - **Verbal** (e.g., name calling, spreading rumours). It is a form of verbal bullying to write notes, to make phone calls or to send electronic messages or images that are offensive, hurtful, or worrying.
 - **Emotional** (e.g., unfriendliness, ignoring, tormenting, abusive looks or gestures).
 - **Passive** (e.g., not informing, not telling, not getting help). Passive bullying may reinforce the power of the bully and makes the bystander partly responsible.
 - **Cyber bullying** (e.g., via the use of the internet, social media, mobile phone or computer apps, or through email).
 - **Sexual** (e.g., unwanted conduct of a sexual nature including both online and offline comments, requests for indecent acts or images, sexual jokes or taunting, physical behaviour such as deliberately brushing against someone or interfering with someone's clothing and online sexual harassment, including the sharing of indecent images or videos).

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

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

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

2 Responsibilities

2.1 Governors are responsible for ensuring that:

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

2.2 The Senior Management team are responsible for ensuring that:

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

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

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

- Appropriate action is taken in response to incidents of bullying.
 - Parents are kept informed, as appropriate, of any action taken in relation to bullying involving their child.
- 2.4 In addition to the above, Assistant Principals for Character and Wellbeing are responsible for ensuring that:
- Heads of Hall/ are supported in their role and that action taken in response to bullying is appropriate and consistent.
 - The Deputy Principal is kept informed of complex or particularly serious incidents of bullying.
- 2.5 All staff are responsible for ensuring that:
- They act to stop incidents of bullying they encounter or witness. This responsibility is not limited to activity that takes place on the Sixth Forms site but includes events that may happen with students whilst on visits or residential trips, or on journeys to and from the Sixth Forms.
 - They report instances of bullying that are brought to their attention. Such information should be passed to the Head of Hall 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 child's welfare or progress at the Sixth Forms.

3 Procedures and Consequences

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

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

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

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

4 Prevention

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

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

5 Bullying - Advice to students

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

Safeguarding Young People Security of Students (Appendix C)

Mission Statement

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

To achieve this as a community we will:

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

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

1 Introduction

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

2 Security on Site

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

3 Management of Larger Scale Incidents

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

4 Violence or Threats of Violence

- 4.1 The Sixth Forms will not tolerate violence or threats of violence from or towards any member of our community. All students are informed of this as part of their induction programme and are reminded via their 10:10 tutor and in area meetings.

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

5 Offensive Weapons

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

6 Measures to Prevent Harm to Students

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

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

7 Communication with Key Stakeholders

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

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

7.3 Effective communication with parents is often critical in providing appropriate support for individual students. The Sixth Forms informs parents of any concerns regarding the

safety of their child that may arise, providing this does not contravene the Child Protection Policy. Communication with parents will either take the form of a telephone call, MS Teams call, letter home or a meeting arranged with a member of staff. All telephone calls or meetings will generally be followed up by a letter from the member of staff concerned or a note placed on the pastoral log.

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

8 Staff Responsibilities

- 8.1 All staff have a responsibility for helping to oversee the safety and well-being of students at the Sixth Forms.
- 8.2 As part of their responsibility towards students, staff will challenge all students found to be in breach of the Sixth Forms rules or displaying inappropriate behaviour and take action to resolve the situation where this is deemed necessary.
- 8.3 Where an incident occurs, which involves violence, or the threat of violence staff should do all that is reasonable to stop or alleviate the situation but should not place themselves at risk of physical harm. Where necessary, the staff member should call for assistance and ask for the police to be notified.
- 8.4 The Deputy Principals, Assistant Principals for Character and Wellbeing, along with Heads of Hall 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.
- 8.6 Parents or family member over 18 will be informed of any serious incident involving their child by the relevant senior manager conducting the investigation. A copy of any letter sent will be uploaded onto the student ProMonitor page. The student log should also be updated.

- 8.7 Overall responsibility for the security of students rests with the Deputy Principal, supported by all other members of the Senior Management Team.
- 8.8 An annual report analysing all incidents of violence, and action taken, is produced for each site and used to inform a review of the Sixth Forms procedures.

9 Governors' Responsibilities

- 9.1 Governors are responsible for overseeing the implementation of the Sixth Forms mission statement which includes ensuring that students are kept safe whilst on site.
- 9.2 In exercising their duty Governors work closely with the Sixth Forms managers to ensure that appropriate safeguarding procedures are in place and that implementation of the procedures is monitored effectively.

10 Use of Force and Restraint

- 10.1 All members of staff (i.e., any person who works at the Sixth Form, whether or not as its employee, including teaching and support staff and contractors) have the explicit power to use reasonable force to restrain students (as covered by the Section 165 of the Education Inspections Act 2006).
- 10.2 In exercising their duty, Governors work closely with the Sixth Forms leaders and managers to ensure that appropriate safeguarding procedures are in place and that implementation of the procedures is monitored effectively. Under normal circumstances staff exercising physical restraint should have received appropriate training. However, there are events when untrained staff may exercise intervention in order to prevent injury to themselves or others.
- 10.3 Staff can only use force where they and the student are on the Sixth Form premises or its immediate surroundings if an incident overflows, or where they are off the Sixth Forms premises but in lawful control of the student. In this context these are examples, but this is not an extensive list: in the surrounding area of the Sixth Form, outside of the CTK site, on a visit or residential.
- 10.4 Members of the Public who are not linked to the Sixth Form are outside the scope of this statement. However, the common law right of any citizen, in an emergency, to use reasonable force in self-defence, to prevent another person being injured or their property being damaged remains
- 10.5 There are a wide variety of incidents in which reasonable and proportional force might be appropriate, or necessary, to control or restrain a student. There is no legal definition of 'reasonable' force so it is not possible to set out comprehensively when it is acceptable to use force, or the degree of force that may be reasonably used. It will always depend on all the circumstances of the case. Generally, there are three main categories:
- i. Preventing a student from committing a criminal offence
 - ii. Where action is necessary in self-defence or because there is an imminent risk of personal injury to any person, for example:
 - There is danger to yourself.
 - A student attacks a member of staff or another student
 - Students are fighting.
 - A student is running in a corridor or on a stairway in a way in which he or she might cause an accident likely to injure them 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 their 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.



Use of Force and Restraint

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 begin and progress, including details of the student's behaviour		
What was said by those involved, steps taken to diffuse the situation		
The degree of force used, how that was applied and for how long		
How did the student respond?		
Details of any injury suffered by the student, other students, staff or any damage to property		
Subsequent actions including those related to the welfare of the student and staff involved		
Information given to other staff, parents and external agencies		
Information must be passed to all of the following people:	Designated Safeguarding Lead (DSL)	YES/NO
	Deputy Designated Safeguarding Lead (DDSL)	YES/NO
	Deputy Site Principal	YES/NO
	Executive Principal	YES/NO
	DSL/DDSL Attached record to student profile	YES/NO



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

Mission Statement

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

To achieve this as a community we will:

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

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

1 Introduction and Policy Statement

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

- 2.5 Students found to be in possession of alcohol or NPSs will have the relevant items confiscated and will be suspended from the Sixth Forms. The suspension will not be lifted until a meeting has taken place with the parents/family member over 18 of the students concerned. Students found to be in possession of alcohol or NPSs on more than one occasion will be considered for permanent exclusion.
- 1.7 Students found to be in possession of any paraphernalia associated with the use of drugs or NPS will be treated in the same manner as those found in possession of drugs.

2 Education and Information

- 2.1 Christ the King recognises the importance of high quality and accurate information as a means of educating children on the dangers of becoming involved with legal or illegal drugs and with alcohol.
- 2.2 The drugs and alcohol education and information provided at the Sixth Forms will include:
- 10:10 Tutorial input from teaching staff using materials specifically aimed at 16-19-year-old students.
 - Referral to specialist outside agencies where appropriate.
- 2.3 Staff training in relation to legal and illegal drugs and to alcohol education and information will be provided, and will focus on, where appropriate:
- Whole staff education and training.
 - Staff with particular responsibility for supporting students who may be affected by drugs, alcohol and/or related issues.

3 Support for Students with Drugs or Alcohol Related Issues

- 3.1 Christ the King is committed to giving support and advice on any drug or alcohol related issue, where it is appropriate to do so. Students are actively encouraged to approach a member of staff where they have any concerns related to legal or illegal drugs or the drinking of alcohol.
- 3.2 Staff who are approached by a student concerned about a drugs or alcohol related issue should inform the relevant Head of Hall within twenty-four hours. Staff may also refer students to a member of the Chaplaincy team or to the Sixth Forms Counselling service for an initial discussion.
- 3.3 Staff who are approached by a student concerning a drugs or alcohol related issue must break student confidentiality where there is a risk to the student or a third party.
- 3.4 It is recognised that staff need to build trust to support students. However, it is the Sixth Forms policy to share information sensitively as this safeguards the whole community. It is, therefore, important that students are informed at the outset about the degree of confidentiality to expect.
- 3.5 Where concerns regarding suspected drug or alcohol abuse arise from observation of performance and behaviour over a period of time, but the student has not sought support, an interview should be arranged with the relevant Head of Hall in order to invite the student to discuss the matter.

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

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

4 Dealing with Drug or Alcohol Related Incidents

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

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

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

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

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

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

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

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

- Gain the support of at least one other member of staff or security officer (if possible) before approaching the student.
- Ascertain the identity of the student.
- Where it is possible and safe to do so, the members of staff and/or security officer should confiscate any evidence of illegal substances or NPSs.
- The relevant Head of Hall 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, the Executive Principal, Deputy Principal, or Assistant Principal with responsibility for Character and Wellbeing should suspend the student pending an investigation.
- Where the investigation confirms that the student was using or taking prohibited substances on site, they will be recommended for permanent exclusion from the Sixth Forms.

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

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

5 Informing Parents of Incidents and Concerns

5.1 All students will be actively encouraged by the Sixth Forms staff to tell their parents / about any drugs or alcohol related concerns they may have.

5.2 Where students do not wish to inform their parents of a substance or alcohol difficulty they are experiencing, the matter will be referred to the Assistant Principal for Character and Wellbeing and the Deputy Principal who will endeavour to respect the wishes of the student provided, having assessed the risk, that there is no threat to the student's immediate wellbeing.

5.3 Where Christ the King believes that there is a danger to a student from a drugs or alcohol related incident or concern, it will inform the parents of the student concerned. This will be done sensitively, and with due regard to the over-riding interests of the student.

5.4 All contact with parents/family member over 18 regarding drugs or alcohol related issues or concerns will be formally recorded and placed on file.

5.5 Where there is a disciplinary matter the procedures for contacting parents or other family member over 18 as outlined in the Student Exclusion Policy will be followed.

6 Contact with the Police

6.1 The Sixth Forms aims to promote good relationships with the local police and to 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 the Sixth Forms will be taken by the Executive Principal or, in her/his absence, by the Deputy Principal.

7 Implementing, Monitoring and Reviewing the Policy

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

8 Publication of the Policy

- 8.1 The policy will be distributed to staff via the policies site on the sixth form Intranet.
- 8.2 A condensed version of the policy will be placed in the Student Induction materials that their 10:10 tutors will 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 Sixth Forms policies/procedures, including:
- The Student Exclusion Policy
 - The Child Protection Policy
 - The Appeals Procedure
 - The Health and Safety Policy
 - The Anti-Bullying Statement
 - The Security of Students Policy



Safeguarding Young People E-Safety Policy (Appendix E)

Mission Statement

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

To achieve this as a community we will:

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

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

1 Introduction

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

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

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

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

- Inappropriate communication/contact with others, including strangers.
- Cyber-bullying.
- Access to unsuitable video/internet games.
- An inability to evaluate the quality, accuracy, and relevance of information on the internet.
- Plagiarism and copyright infringement.
- Illegal downloading of music or video files.
- The potential for excessive use which may impact on the social and emotional development and learning of the child.

1.4 Many of these risks also reflect situations that arise elsewhere in children’s lives, and thus it is essential to view this policy in conjunction with each of the other documents that form part of the Sixth Forms Safeguarding Policy.

1.5 As with all other risks facing children it is impossible to completely eliminate the dangers that exist. However, it is essential to support students in developing resilience to the risks to which they may be exposed, so that they have the confidence and skills to manage them.

2 Roles and Responsibilities

2.1 It is the responsibility of all members of the CTK community including staff, governors, and students to be alert to the potential dangers that exist when they or others are using the internet, email, messaging services and other forms of electronic communication, including mobile phone or tablet Apps. However, specific responsibilities also arise.

2.2 Governors are responsible for the approval of the E-Safety Policy and for reviewing its implementation and impact. This will be achieved through an annual review of the policy, and an annual report of any E-Safety incidents as part of the Safeguarding Report that is received each year.

2.3 The Executive Principal and Senior Management Team are responsible for ensuring the overall safety (including E-Safety) of all members of the CTK community whilst on site, and whilst taking part in Sixth Forms activities. However, day to day responsibility for E-Safety is delegated to the Deputy Principal on each site.

2.4 The Executive Principal and Deputy Principal on each site are responsible for ensuring that all relevant staff receive suitable INSET to enable them to carry out their duties in relation to E-Safety.

2.5 The Executive Principal, Deputy Principal, and Assistant Principal with responsibility for Character and Wellbeing should be aware of the Safeguarding procedures to be followed in the event of a serious E-Safety allegation being made against a member of staff.

2.6 The Deputy Principal and Assistant Principal with responsibility for Character and Wellbeing on each site are responsible for ensuring that all students are informed of the dangers and risks associated with use of the internet, social networking, email, and messaging through 10:10 tutorial materials, area meetings and the Student Induction Programme.

2.7 The Director of ICT Services is responsible for ensuring:

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

2.8 Teaching and support staff are responsible for ensuring that:

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

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

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

2.10 Students

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

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

3 Education and Training with Regard to E-Safety

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

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

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

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

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

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

4 Infrastructure/Equipment, Filtering, and Monitoring

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

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

5 Curriculum

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

- In lessons where internet use is pre-planned, it is best practice that students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches. This includes possible extremist material which increases the risk of radicalisation.
- Where students are allowed to freely search the internet, e.g., using search engines, staff should be vigilant in monitoring the content of the websites the children visit.

- It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g., racism, drugs, and discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the ICT Services Team can temporarily remove those sites from the filtered list for the period of study. Any request to do so should be suitable, with clear reasons for the need.
- Students should be taught in all lessons to be critically aware of the materials/content they access on-line and be guided to validate the accuracy of information and avoid plagiarism.
- Students should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.

6 Use of digital and video images – Photographic, Video

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

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

7 Communications

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

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 Sixth Forms network	√					√		
Use of Sixth Forms email for personal emails	√					√		
Use of chat rooms/facilities				√				√
Use of social networking sites			√					√
Use of work-related blogs	√					√		
Use of MS Teams and Zoom – Work related	√					√		

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

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

8 Incidents of Misuse

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

- A warning as to their future conduct.
- Temporary suspension of their Sixth Forms IT account.
- Permanent removal from specific parts of the Sixth Forms IT system.
- The actual sanction that is applied will vary according to the severity of the misuse, and the circumstances in which it took place.

- Where misuse includes exposure to extremist material this will be referred to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who will consider referring the matter to the Channel programme.

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

9 Policy Monitoring and Review

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



Safeguarding Young People Anti-Radicalisation Strategy (Appendix F)

Mission Statement

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

To achieve this as a community we will:

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

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

1 Introduction and Policy Statement

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

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

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

2 Addressing Radicalisation and Extremism

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

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

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

3 Building Community

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

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

- The creation and delivery of a detailed, targeted induction programme for students. This aims to introduce and model Christ the King's values of mutual respect and positive encouragement. It also provides an opportunity for students to start to build friendships and working relationships with each other and with their 10: 10 tutor/teachers.
- The delivery of a comprehensive, inclusive 10:10 tutorial programme for all students. This allows students to listen to the views of others, to work co-operatively with fellow students outside of the subject based curriculum and to develop an awareness of a wide range of issues that impact upon the lives of children. The over-arching aim of the programme is to help students to develop as children and to feel able to access the wide range of opportunities open to them both inside and outside of the sixth forms.
- The provision of a wide ranging and engaging enrichment/wider learning programme. Students are provided with opportunities to take part in sports, performance, employer related, charity, academic and other general interest activities, for example. They are able to meet and enjoy the company of other students away from formal lessons and help to develop interests or skills that are useful to both themselves and to the wider community.

- Participation in sixth forms -wide events and activities whereby students share their talents and interests with others. This includes, but is not limited to, CTK community days held at the end of each term.
- The Community Days, and Head of Hall structure—for all students encourages Students to work in teams, building friendships and working relationships with other students they may not have previously encountered.
- The work of the CTK Chaplaincy team. The Chaplaincy room at each site acts in part as a supervised social space where students can meet with others and take part in organised activities and/or contact a member of the Chaplaincy team. The focus of much of the work of the Chaplaincy team is centred on building community, making students and staff feel welcome and valued.

4 Promoting British Values

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

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

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

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

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

4.4 The Promotion of British Values Takes Place:

- In subject lessons and 10:10 tutorials.
- In the manner in which students are treated by staff.
- In the standards of behaviour and respect students are encouraged to adopt, and which are made explicit in the CTK Approach to Learning and Study.
- In the underlying messages delivered to students at area meetings and other Sixth Forms assemblies.
- In the displays in classrooms, corridors and in the LRC.
- In the manner and consistency with which students' views are challenged should they conflict with such values.

5 Staff Training and Awareness

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

6 External Links

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

7 Informing Governors

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

8 Monitoring the Strategy

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



Social Media Policy (Appendix 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, Instagram, LinkedIn and maintaining pages on internet encyclopaedias such as Wikipedia.
- 1.2 While recognising the benefits of these media for new opportunities for communication, this policy sets out the principles that Christ the King staff and contractors are expected to follow when using social media.
- 1.3 It is crucial that students, parents and the public at large have confidence in the CTK's decisions and services. The principles set out in this policy are designed to ensure that staff members use social media responsibly so that confidentiality of students and other staff and the reputation of the Sixth Forms is safeguarded.
- 1.4 Staff members must be conscious at all times of the need to keep their personal and professional lives separate.

2 Scope

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

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

3 Legal Framework

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

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

It is also likely to contravene GDPR regulations.

3.2 Confidential information includes but is not limited to:

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

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

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

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

4 Related Policies

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

- Staff Code of Conduct
- Equal Opportunities Policy

5 Principles – Be Professional, Responsible and Respectful

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

6 Personal Use of social media

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

- 6.8 Sixth Forms email addresses and other official contact details must not be used for setting up personal social media accounts or to communicate through such media.
- 6.9 Staff members must not edit open access online encyclopaedias such as Wikipedia in a personal capacity at work. This is because the source of the correction will be recorded as the Sixth Forms' IP address and the intervention will, therefore, appear as if it comes from CTK itself.
- 6.10 Caution is advised when inviting work colleagues to be 'friends' in personal social networking sites. Social networking sites blur the line between work and personal lives, and it may be difficult to maintain professional relationships, or it might be just too embarrassing if too much personal information is known in the 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 school sites for communicating with students or to enable students to communicate with one another unless an alternative arrangement is specifically agreed by the relevant senior line manager.
- 7.2 Staff members must at all times act in the best interests of students and children when creating, participating in or contributing content to social media sites. When creating sites for students, staff must be alert to the risk to which children could be exposed. Students should be guided not to post personal information about themselves.
- 7.3 Staff members must ensure that the sites they create or contribute for work purposes, conform to the Good Practice Guidance for the Providers of Social Networking and Other User Interactive Services (Home Office Task Force on Child Protection on the Internet 2008).

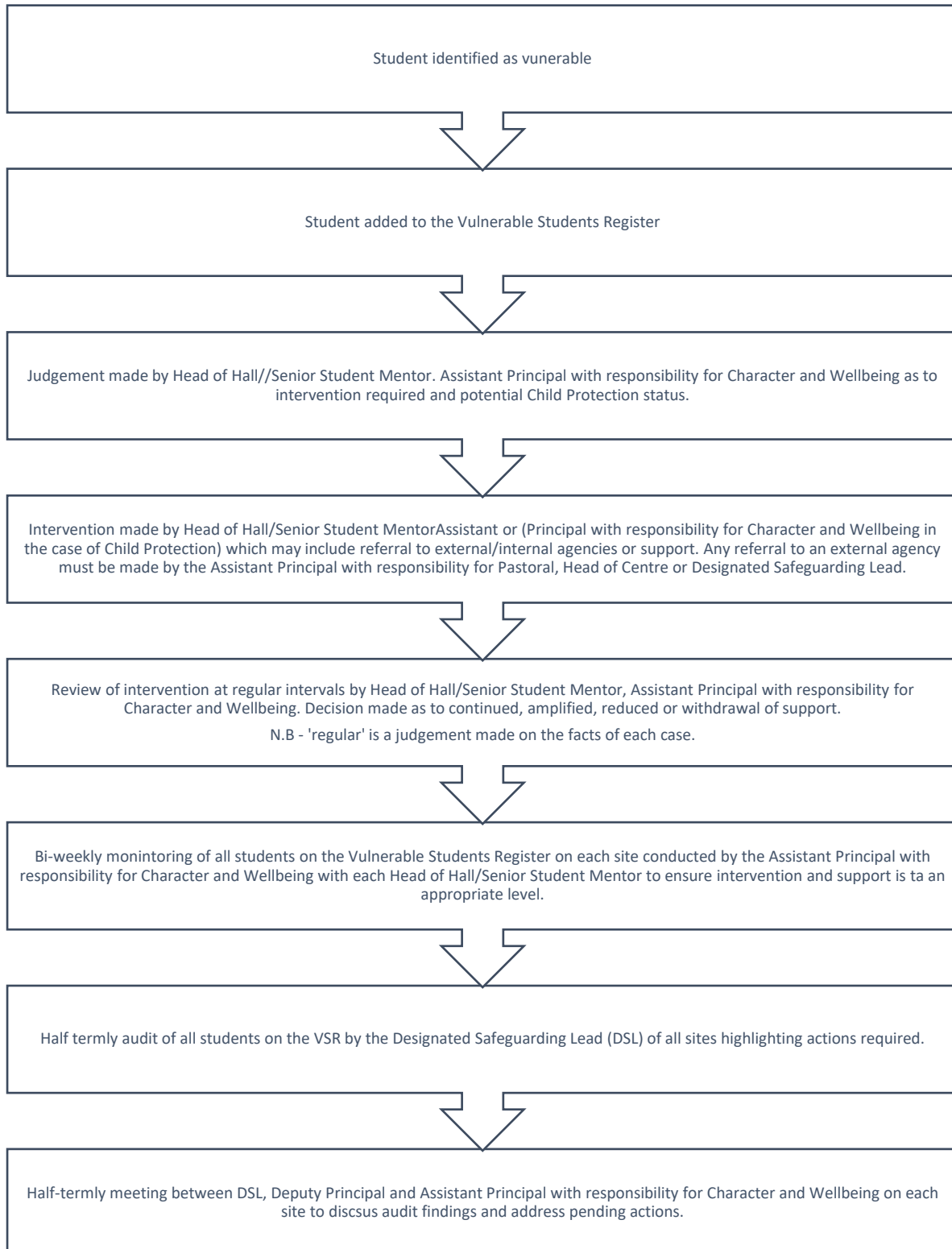
8 Monitoring of Internet Use

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

9 Breaches of the Policy

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

Processes for Students Identified as 'Vulnerable'





Safeguarding Reporting 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 this completed form to the DSL Mrs Camilla Crampton and the DDSL on your site (AQ – Rosie Salmon, EM – Paula Amony, SM – Josephine Okolo –Erokwu)

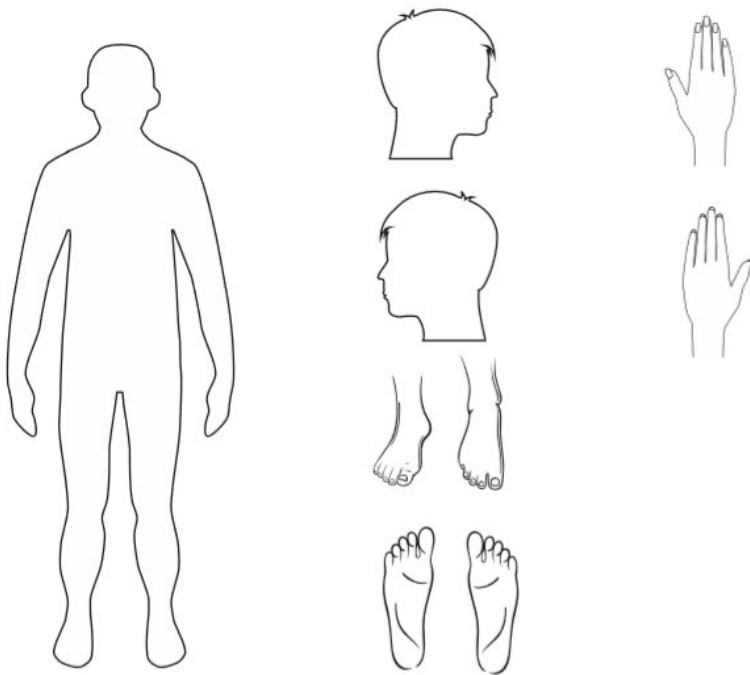
What the member of staff records on the concern / incident form



Child Protection Body Map



Child Protection Body Map



Name Of Child
.....

Date Of Birth
.....

Name Of Worker
.....

Date Recorded
.....

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



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