



COLLEGE POLICY DOCUMENT

SAFEGUARDING AND STUDENT PROTECTION POLICY

This policy is available on the website (or on request from the college office)

The Regent College, Abuja fully recognises the responsibility it has to have arrangements in place to safeguard and promote the welfare of students.

All staff must be made aware of their duties and responsibilities under part one of this document (set out below).

Through their day-to-day contact with students and direct work with families all staff in college have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which students can learn
- Identify students who may benefit from early help
- Know what to do if a student tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

This policy sets out how the college's SMT discharges its statutory responsibilities relating to safeguarding and promoting the welfare of students at the college. Our policy applies to all staff, paid and unpaid, working in the college including the Board. Part-time teachers, office staff as well as full-time teachers can be the first point of disclosure for a student. Concerned parents may also contact the college and its SMT.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole college protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE STUDENTS those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH STUDENTS

1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect students.

1.2 The college will therefore:

1.2.1 establish and maintain an environment where students feel safe in both the real and the virtual world and are encouraged to talk and are listened to

1.2.2 ensure students know that there are adults in the college whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

1.2.3 include in the curriculum activities and opportunities which equip students with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help

1.2.4 Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to student care and parenting skills

2.0 PROCEDURES

2.1 We will follow the procedures set out in the Ministry of Education Student Welfare Board “Inter-Agency Procedures”.

2.2 **The Designated Safeguarding Lead (DSL) for Student Protection at The Regent College, Abuja is: Principal and DP**

2.2.1 The DSL should have the appropriate status and authority within the college to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on student welfare and student protection matters. (See Keeping Students Safe in Education, Annex B)

2.2.2 The activities of the DSL can be delegated to appropriately-trained deputies (Designated Personnel, DP).

2.2.3 The lead responsibility for student protection remains with the DSL and cannot be delegated.

2.2.4 The DSL and DPs should be acquainted with the dictates of the Child Welfare Board on Student Protection expectations.

2.2.5 This knowledge should be updated **every two years**.

2.2.6 In addition to the courses set out above the DSL and DPs should refresh their knowledge and skills e.g. via bulletins, meetings or further reading at **least annually**.

2.2.7 The college should also ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.

2.2.8 Keeping Students Safe in Education states “During term time the designated safeguarding lead (Or a deputy) should always be available (during college or college hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual colleges to define what “available” means”.

- 2.2.9 The college should ensure that DSLs and DPs take advice from a student protection specialist when managing complex cases. The Designated Personnel should have access to professional consultations with staff working in the child welfare unit of the Ministry of education.
- 2.2.10 The college should consider having a nominated governor for safeguarding student protection who has undertaken appropriate training
- 2.4.12 The college should ensure every member of staff knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a student
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring student protection concerns to the DSL/DP
 - that they have a responsibility to provide a safe environment in which students can learn
 - where to find information on the Welfare Board website.
- 2.4.13 The college should ensure that all staff members undergo safeguarding and student protection training at induction. The training should be regularly updated.
In addition all staff members should receive regular safeguarding and student protection updates as required **but at least annually**
- 2.4 The college should ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to students and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- 2.4.15 The college should ensure that parents are informed of the responsibility placed on the college and staff in relation to student protection by setting out these duties in the college *prospectus/brochure/website*
- 2.4.16 The college should ensure that this policy is available publicly either via the college website (*you may include the website address here*) or by other means.
- 2.4.17 Where students are educated off site or in alternative provision, the college and the provider will have clear procedures about managing safeguarding concerns between the two agencies.

You should set out here what those procedures are

2.5 **Liaison with Other Agencies**

The college will:

- 2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all students
- 2.5.2 co-operate as required, in line with Working Together to Safeguard Students 2015, with key agencies in their enquiries regarding student protection matters including attendance and providing written reports at student protection conferences and core groups

2.5.3 notify the relevant Social Care Unit immediately if:

- it should have to exclude a student who is subject to a Student Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a student who is subject to a Student Protection Plan
- there is any change in circumstances to a student who is subject to a Student Protection Plan

2.6 **Record Keeping**

The college will:

- 2.6.1 keep clear, detailed, accurate, written records of concerns about students (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- 2.6.2 ensure all records are kept securely, separate from the main student file, and in a locked location
- 2.6.3 ensure all relevant student protection records are sent to the receiving college or establishment when a student moves colleges in accordance with the Education Student Protection Record Keeping Guidance
- 2.6.4 make parents aware that such records exist except where to do so would place the student at risk of harm.
- 2.6.5 All actions and decisions will be led by what is considered to be in the best interests of the student.

2.7 **Confidentiality and information sharing**

- 2.7.1 Student protection information will be stored and handled in line with the dictates of the welfare board principles. The Data Protection Act does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a student.
- 2.7.2 Student protection records are subject to the provisions of the UK Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the student protection record. If any member of staff receives a request from a student or parents to see student protection requests, they will refer the request to the Designated Safeguarding Lead or Principal.
- 2.7.3 The Designated Safeguarding Lead will take advice from the Board and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the student and the principle of working openly and honestly with parents.

The college will:

2.7.4 *ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from an SMT member.*

2.7.5 ensure that the Principal or Designated Safeguarding Lead will only disclose any information about a student to other members of staff on a 'need to know' basis.

2.7.6 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard students

2.7.7 ensure staff are clear with students that they cannot promise to keep secrets.

2.8 **Communication with Parents**

The college will:

2.8.1 ensure that parents are informed of the responsibility placed on the college and staff in relation to student protection by setting out its duties in the college prospectus/website.

2.8.2 undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this action. If the college believes that notifying parents could increase the risk of harm to the student, advice will be sought from appropriate bodies.

2.8.3 Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the student has an injury.

2.8.4 record what discussions have taken place with parents in the appropriate record book of Concern about a Student's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

3.0 **SUPPORTING VULNERABLE STUDENTS**

3.1 We recognise that abuse or witnessing violence may have an adverse impact on those students which may last into adulthood without appropriate intervention and support.

3.2 This college may be the only stable, secure and predictable element in the lives of students at risk. Nevertheless, when at college their behaviour may be challenging and defiant or they may become withdrawn.

3.3 We recognise that some vulnerable students may develop abusive behaviours and that these students may need to be referred on for appropriate support and intervention.

3.4 **The college will support the student through:**

3.4.1 Curricular opportunities to encourage self-esteem and self-motivation

- 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- 3.4.3 The college's behaviour policy will support vulnerable students in the college. All staff will agree on a consistent approach, which focuses on the behaviour of the student but does not damage the student's sense of self-worth. The college will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- 3.4.4 Liaison with other agencies which support the student such as Social Care, Student and Adolescent Mental Health Services or the appropriate Help Teams
- 3.4.5 A commitment to develop productive and supportive relationships with parents
- 3.4.6 Recognition that students living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.4.7 Monitoring and supporting student's welfare, keeping records and notifying the appropriate body in accordance with appropriate procedures.
- 3.4.8 When a student who is subject to a student protection plan leaves, information will be transferred to the new college on request.
- 3.4.9 When a student is missing from education, the college will follow the procedure as set out in Ministry of Education guidance and inform the Education Welfare Officer and Social Care if a student is subject to a Student Protection Plan or there have been ongoing concerns.

3.5 Substance Misuse and Student Protection

- 3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate student protection proceedings but the college will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

3.6 Students of Substance Misusing Parents

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to students, especially when combined with other features such as domestic violence.

3.6.2 When the college receives information about drug and alcohol abuse by a student's parents they will follow appropriate procedures.

3.6.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the students
- Students exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn student

3.7 **Domestic Abuse**

3.7.1 Where there is Domestic Abuse in a family, the students/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

3.7.2 Domestic Abuse is defined as 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 and emotional.

3.7.3 This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

3.7.4 Colleges are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

3.8 **Female Genital Mutilation (FGM)**

3.8.1 "FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways".

3.8.2 The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during student-hood or adolescence, just before marriage or during a woman's first pregnancy.

- 3.8.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries but must be handled with care in Nigeria.
- 3.8.4 It is not statutory duty for teachers in Nigeria to report 'known' cases of FGM which they identify in the course of their professional work.
- 3.8.5 The college takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with cautiously under the student protection procedures outlined in this policy.
- 3.8.6 The Designated Safeguarding Lead will make appropriate and timely referrals if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will only be referred to Social Care if it is against the student's wishes.

3.9 Student Sexual Exploitation (CSE)

- 3.9.1 Student sexual exploitation is a form of student sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a student or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Student sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- 3.9.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.
- 3.9.3 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.
- 3.9.4 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to students and young people who go missing, particularly on repeat occasions.
- 3.9.5 Colleges will complete a Student Exploitation Checklist and refer to the appropriate child welfare body if there is a concern that a young person may be at risk.

4.0 Peer on Peer Abuse

- 4.1 Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.
- 4.2 This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a student has suffered from peer on peer abuse will be dealt with under the student protection procedures outlined in this policy.

- 4.3 Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 4.4 The college will include within the curriculum, information and materials that support students in keeping themselves safe from abuse including abuse from their peers and online.
- 4.5 Additional guidance on sexting can be found in “Sexting in colleges and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Student Internet Safety (UKCCIS)

5.0 Prevention of Radicalisation

- 5.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard students, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable students and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 5.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make students and young people vulnerable to future manipulation and exploitation. (*College / Service*) is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 5.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities (including colleges) ‘to have due regard to the need to prevent people from being drawn into terrorism’. These duties should be seen alongside colleges’ duties to promote British values as a means of “building students’s resilience to radicalisation”.
- 5.4 Staff in colleges should be made aware of this duty.
- 5.5 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

6.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH STUDENTS

- 6.1 The college will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of the UK government guidance ‘Keeping Students Safe in Education’ (2016).
- 6.3 Any allegation of abuse made against a member of staff will be reported straight away to the Principal or Principal. In cases where the Principal or Principal is the subject of an allegation, it will be reported to the Board. The college will follow the procedures set out by The Regent School Board for Keeping Students Safe.

- 6.4 Under Section 75 of the UK Student-care Act, 2006 individuals are disqualified from student-care provision if they have committed certain specified offences. Staff may also be disqualified “by association” if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years student-care (up to the age of 5) or later years student-care (up to the age of 8) in nursery, primary or secondary college settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not “disqualified by association”. A record of self-declaration should be kept on the college’s Single Central Record.
- 6.5 The college will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in *Keeping Students Safe in Education, 2016 and the college's Personnel Manual from EPM Ltd or other HR provider (for subscribing colleges)*.
- 6.6 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Principal or Chair of Governors should **not** seek to interview the student/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 6.7 The college will ensure that any disciplinary proceedings against staff relating to student protection matters are concluded in full even when the member of staff is no longer employed at the college and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 6.8 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that students are protected.
- 6.9 Consideration must be given to the needs of the student and a recognition that a student may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 6.10 The college will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents as advised within the Local Authority’s Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all students, especially those with a disability or who are vulnerable.
- 6.11 All staff have signed to confirm that they have read a copy of the Local Authority’s Code of Conduct, *Guidance for Safer Working Practice for Adults who work with Students and Young People in Education Settings* (October 2015).

- 6.12 The college will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 6.13 The college will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

7.0 OTHER RELATED POLICIES

- 7.1 Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for Principals, staff and The college*)
 Anti-Bullying
 Health and Safety
 Online Safety and Acceptable Use
 Intimate Care Policy
 Whistleblowing
 Complaints procedure
 Behaviour

7.2 Use of Mobile Phones Policy

- 7.2.1 This is a requirement for all Nursery or primary colleges with EYFS but any college may wish to adopt the policy.
- 7.2.2 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the college has developed a policy to outline the required protocol for all staff, students, volunteers and parents.

For Nursery and Primary Colleges – Section 3 – The Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage

8.0 STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

For Special Colleges

All students at College have an Education, Health and Care Plan and multi-agency planning and involvement to support integrated care.

We recognise that, statistically, students with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. College staff who deal with students with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The college has students with emotional and behavioural difficulties and/or challenging behaviours. The college will support staff to decide appropriate strategies that will reduce anxiety for the individual student and raise self-esteem as part of an overall behaviour support plan agreed with parents.

For Primary and Special colleges

As part of the PSHE curriculum staff will teach students personal safety skills commensurate with their ability and needs. Students will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents so that these skills can be supported at home.

The college has students who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such students will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the student.

Where necessary, the college will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the student.

We promote high standards of practice, including ensuring that disabled students know how to raise concerns, and have access to a range of adults with whom they can communicate.

9.0 GOVERNING BODY STUDENT PROTECTION RESPONSIBILITIES

9.1 The governing body fully recognises its responsibilities with regard to student protection and safeguarding and promoting the welfare of students. It aims to ensure that the policies, procedures and training in college are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and student protection who will take leadership responsibility for the college's safeguarding arrangements and practice and champion student protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Student Protection Service. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Student Protection policy is annually reviewed and updated and shared with staff. It will be made available on the college website.
- Ensure that students's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure students's wishes and feelings are taken into account where there are safeguarding concerns.

9.2 Extended Colleges and Before and After College Activities (on or off college site)

9.2.1 If the governing body provides extended college facilities or before or after college activities directly under the supervision or management of college staff, the college's arrangements for student protection as written in this policy shall apply.

9.2.2 Where services or activities are provided separately by another body, either on or off college site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding students and student protection and there are arrangements to liaise with the college on these matters where appropriate.

9.3 Purchasing food from External Vendors

The College recognizes the right of students to purchase food items from external vendors but for the safety and well-being of our students the following guiding policies will apply;

9.3.1 Vendor's List

- Students will only be allowed to purchase food from vendors listed in the approved vendors' list.

9.3.2 Procedure for Food delivery

- When an external vendor arrives, the security men on duty will ascertain that the vendor is on the approved vendors' list before allowing the delivery to be made.
- The students collect the delivery with the full cost of the item either having been paid in full online or with the exact amount in their possession without recourse to the security men on duty.
- Female students must at all times go in pairs to collect their delivery.
- Every delivery process will be recorded for reference.

9.3.3 Further Procedures for Boarders

- The process of food purchase will be strictly monitored by house parents.
- When a vendor arrives, the security men inform the house parents, who in turn inform the students.
- Female students must at all times go in pairs to collect their delivery.
- Boarding students must show items received during Boarding Hours to House-Parents for clearance.

Reviewed March 2022

Appendix A

Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a student. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student.

Neglect - persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a student's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a student from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a student's emotional development.

It may involve conveying to a student that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the student opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on students including:

- interactions that are beyond the student's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing students frequently to feel frightened or in danger
- The exploitation or corruption of students

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - students in looking at, or in the production of, sexual images,
 - students in watching sexual activities
 - or encouraging students to behave in sexually inappropriate ways
 - grooming a student in preparation for abuse (including via the internet).

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

Reviewed: March 2021

Relevant Documents

“Working Together to Safeguard Students: A guide to inter-agency working to safeguard and promote the welfare of students” (March, 2015)

“Keeping students safe in education: Statutory guidance for colleges and colleges” (Sep 2016)

“What to do if you’re worried a student is being abused: Advice for practitioners” (March, 2015)

“Information sharing: Advice for practitioners providing safeguarding services to students, young people, parents and carers” (March, 2015)

Guidance for Safer Working Practice for those working with students and young people in education settings (October 2015)

“Sexting in colleges and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Student Internet Safety (UKCCIS) – September 2016

Managing an Allegation Against a Member of Staff at The Regent College, Abuja

