NWSLC

NORTH WARWICKSHIRE AND SOUTH LEICESTERSHIRE COLLEGE

Safeguarding and Protecting Children and Vulnerable Adults Policy2026/27(v5)

North Warwickshire and South Leicestershire College

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Lead Owner: Vice Principal: Student Services and Support

Target Audience: Staff, Students, Parent, Carer, Guardian, and External Agencies

Policy Location: Website / Staff SharePoint

Approval Date: Autumn Term 2026 Next Approval: Autumn Term 2027

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Document History

Version Number	Amended By	Date of Revision	General Revision Description
2	Katy Urwin	September 2023	Updated the policy to reflect updates to the Department for Education Keeping Children Safe in Education Guidelines 2023.
3	Katy Urwin	September 2024	Updated the policy to reflect updates to the Department for Education Keeping Children Safe in Education Guidelines 2024.
4	Katy Read (formally Urwin)	September 2025	Updated College policy to reflect updates to the Department for Education Keeping Children Safe in Education Guidelines 2025
5	Katy Read	August 20026	Updated College policy to reflect Keeping Children Safe in Education (KCSIE) 2026, including revisions relating to Family Help, staff safeguarding responsibilities, information sharing, online safety, mobile technologies, AI and image-based abuse, violence against women and girls (VAWG), child-on-child abuse, mental health, child-to-parent/carer abuse, financial exploitation, Alternative Provision, support for gender-questioning students, filtering and monitoring, and safer recruitment requirements.

Safeguarding and Protecting Children and Vulnerable Adults Policy2026/27(v5)

1. Introduction

1.1 North Warwickshire and South Leicestershire College fully recognise the contribution it can make to protect children and vulnerable adults and to support students in college. The aim of this policy is to safeguard and promote our students' welfare, safety, and health by fostering an honest, open, caring, and supportive climate. The students' welfare is of paramount importance.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

i. protecting children from maltreatment.

ii. preventing impairment of children's mental and physical health or development.

iii. ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

iv. taking action to enable all children to have the best outcomes.

1.2 This Policy is consistent with the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2011, and the statutory guidance "Keeping children safe in education – Statutory guidance for schools and Colleges", September 2025 and "Working Together to Safeguard Children", 2025.

This Policy and the duty of safeguarding also takes into account and adheres to the following acts and duties: Human Rights Act 1998 (legislation.gov.uk) , Equality Act 2010: advice for schools - GOV.UK (www.gov.uk) ,Public sector equality duty - GOV.UK (www.gov.uk), Data Protection Act 2018 and UK GDPR (www.gov.uk) .

1.3 The College geography is spread across the local authority boarders for Leicestershire and Warwickshire and as such complies with the local authority Safeguarding Children Partnership procedures and guidance for Safeguarding Children in line with Multi Agency Partnership arrangements.

1.4 There are four main elements to our Safeguarding Policy:

i. **Prevention** (e.g., positive College atmosphere, teaching and pastoral support to students, safer recruitment procedures).

ii. **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).

iii. **Support** (to students and College staff and to children and young people who may have been abused).

iv. **Working with parents/carers** and specialist professional agencies (to ensure appropriate communications and actions are undertaken).

1.5 This Policy applies to all staff, members, volunteers, and visitors to the College. We recognise that safeguarding and child protection is the responsibility of all staff. We will ensure that all parents/carers and other working partners are aware of our safeguarding and child protection policy by making clear reference to this in our college prospectus, displaying appropriate information throughout the College and placing it on the College website and by raising awareness at meetings with parents/carers when or where appropriate.

1.6 North Warwickshire And South Leicestershire College (NWSLC) are committed to being a College free from all forms of harassment and abuse.

1.7 NWSLC is committed to an open and responsive culture which takes all concerns seriously and proactively removes barriers to reporting abuse, allowing students to achieve their highest outcomes within a safe and supportive College community. The College ensures its policies and practices are in line with the recommendations as outlines in KCSiE (Keeping Children Safe in Education) Part 5 Child-on-child sexual violence and sexual harassment.

1.8 The College acknowledges and fully adheres to the Office for Students' Condition E6: Harassment and Sexual Misconduct. Procedures are aligned to ensure compliance with this regulatory requirement, and we are committed to protecting the welfare of all higher education students as well as our students and apprentices on all programmes. The college approach includes clear reporting processes, access to appropriate support, and robust measures to prevent and respond to harassment and sexual misconduct.

1.9 The college recognises the difference between child-on-child abuse and peer on peer abuse. The term child on child abuse (including harassment and violence) is referred to within the KCSiE 2026 in recognition that children can abuse children, this may include children of different ages for example a child aged 6 and another aged 16. In this context we would also refer to this as child-on-child abuse. In instances such as this the college will report and work to support any cases where our student may be an alleged victim or alleged perpetrator of child-on-child abuse.

The College also recognises that the students that we work with are not all children and abuse that could happen at college/online or off site between students will be addressed as peer-on-peer abuse to be inclusive of the student demographic that we work with.

The work we do to recognise, support, educate and manage situations of reported abuse between students will be dealt with in accordance with KCSiE and use terminology peer on peer abuse (including harassment and violence) as appropriate.

The terminology peer on peer abuse will be used in college to describe abuse, violence or harassment taking place between college students of all ages to remain inclusive.

1.10 **Extended College Activities:** where the Corporation provides services or activities directly under the supervision or management of college staff, the College's arrangements for safeguarding and child protection will apply. Where services or activities are provided separately by another body, the Corporation will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and vulnerable adults and there are arrangements to liaise with the College on these matters where appropriate.

2. Definitions

2.1 'Child' means a person under 18 years of age.

2.2 'Vulnerable Adult' means an adult (a person aged 18 or over) who is or may be in need of community care services by reason of mental or other disability, age, illness; and who is or may be unable to take care of themself, or unable to protect themself against significant harm or exploitation.

2.3 'Staff' means all those working for or and on behalf of the College, full time, part time or in voluntary roles, this includes trainee teachers.

2.4 'The College' means North Warwickshire and South Leicestershire College.

2.5 'Designated Safeguarding Lead' (DSL) means the person designated within the College to be responsible for operation of the policy and procedures. He/she/they will ensure the Principal is kept informed of any incidents as appropriate. The DSL (and deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

2.6 'DBS' means Disclosure and Barring Service.

2.7 'LADO' means the Local Authority Designated Officer.

3. Related Policies, Procedures and Documents

3.1 The Corporation's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and procedures, including:

i. Student Bullying and Harassment Policy.
ii. Health and Safety Policy.
iii. Student Conduct Expectations Policy 2026
iv. Staff Disciplinary Policy.
v. Staff Code of Conduct.
vi. Management of Allegations Against Staff and Volunteers Policy.
vii. Social Media Staff Use Policy.
viii. Link Members' Scheme.
ix. Personal and Professional Relationships at Work Policy.
x. Acceptable ICT Usage Policy
xi. IT Security Policy.
xii. Online Safety Policy.
xiii. Staff Grievance Procedure.
xiv. Public Interest Disclosure Policy.
xv. Placement Vetting Procedure.
xvi. DBS and Safer Recruitment Policy.
xvii. North Warwickshire and South Leicestershire College Prevent Strategy.
xviii. Drugs & Alcohol Guidelines.
xix. Mental Health Strategy.
xx. Prevent Action Plan.
xxi. Freedom of Expression Policy.

3.2 The above list is not exhaustive but when undertaking development or planning of any kind the College will consider the implications for safeguarding and promoting the welfare of children.

4. Safeguarding Commitment

4.1 The College adopts an open and accepting attitude towards young people and vulnerable adults, regardless of any protected characteristic, as part of its responsibility for pastoral care and safeguarding. Staff encourage young people and parents/carers to feel free to talk about any concerns and to see the College as a safe place when there are difficulties. Young people's worries and fears will be taken seriously, and they are encouraged to seek help from members of staff. Staff are trained to have an open mind, professional curiosity and a "It could happen here" approach.

4.2 NWSLC will:

i. Establish and maintain an ethos where people feel secure and are encouraged to talk and are listened to no matter what the level of concern.
ii. Ensure that people know that there are adults in the College whom they can approach if they are worried or are in difficulty.
iii. Include in the curriculum and beyond, activities and opportunities which equip people with the skills they need to stay safe from abuse (including online), and to know to whom they can turn to for help.

iv. Ensure every effort is made to establish effective working relationships with parents/carers, social workers, and colleagues from other agencies.

v. Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children and vulnerable adults, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (section 128).

vi. Follow college policy and procedures for any allegations or low-level concerns relating to staff behaviour and actions.

vii. Provide a safe space, including online and in person to learn and thrive.

4.3 **Safeguarding in the Curriculum:** young people are taught about safeguarding in college. The following areas are among those addressed at induction, in the college Personal Development Programme and in the wider curriculum:

i. British Values and Prevent.

ii. Bullying / Cyberbullying / Online Safety.

iii. Drugs, Alcohol and Substance Abuse.

iv. County Lines.

v. E-safety / Internet Safety.

vi. Gambling Awareness.

vii. Health and Safety.

viii. Road and Driver Safety.

ix. Knife Crime.

x. Sexual Harassment /Sexual Abuse.

xi. Healthy Relationships / domestic violence / relationships / consent.

xii. So called “honour based” abuse issues (HBA) e.g. forced marriage, female genital mutilation (FGM).

xiii. Child sexual exploitation (CSE) and child criminal exploitation (CCE).

xiv. Mental health, self-harming, and risky behaviours.

xv. Inclusivity, tolerance and respect, inclusive language.

4.4 The College acknowledges the updated RSHE & Health Education statutory guidance (July 2025), effective September 2026. Content is delivered in a skills-based, age-appropriate sequence, supports resilience, critical thinking, and healthy relationships, and avoids fear-based or ideological messaging. All lesson materials are accessible to parents/carers. Staff receive specialist training, and delivery methods prioritise student safety and engagement.

4.5 The College will actively challenge racism, discriminatory language, harassment, prejudice, and derogatory behaviour and will respond to incidents through safeguarding, pastoral and disciplinary processes as appropriate.

5. Roles and Responsibilities

5.1 **All employees, governors, contractors, and volunteers** herein referred to as “all staff” working with or on behalf of children and vulnerable adults have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to signs of abuse and to record and report concerns regardless of perceived severity via the online reporting system. The names of the Designated Safeguarding Lead and deputies for the current year are listed in Appendix 1.

5.2 If a child or vulnerable adult is in immediate danger or at risk of significant harm, any member of staff may make a referral directly to Children's Social Care and/or the Police. Staff should not delay action because of uncertainty or because they believe another person may have already reported the concern. **All staff** should have knowledge of the different types of abuse (Abuse, Emotional Abuse, Physical Abuse, Sexual Abuse, Domestic Abuse, Online Harm, Exploitation and Neglect) as defined in Keeping Children Safe in Education 2026 and be able to recognise possible signs of these including unexplained changes in behaviour or personality, constant anxiety, self-harming, running away or going missing, social isolation, poor bond or relationships with parent/carers, choosing to wear clothes which cover their body, Unexplainable and/or persistent absences from education.

Staff should be aware that emotional abuse may include persistent criticism, humiliation, name-calling, intimidation, rejection, scapegoating, controlling behaviour, exposure to domestic abuse, or conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. Such behaviours can have a significant impact on a child's emotional wellbeing, development, and mental health.

5.3 **All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. This may include where a child could hear, see or experience the effects of domestic violence.

Part 5 of Keeping Children Safe in Education 2026 specifies all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. The recommended flow chart for dealing with reports of sexual violence and sexual harassment is followed by staff in the safeguarding team at the college.

5.4 **All staff** should have an awareness of safeguarding issues that can put children at risk of harm including online safety. Behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and/or persistent absences from education, and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk and will be reported to the safeguarding team by logging a concern.

Staff should also be aware that abuse may occur from a child towards a parent, guardian, or carer. Child-to-parent/carer abuse can include physical violence, threats, coercive behaviour, emotional abuse, controlling behaviour, and damage to property. Concerns should be reported in line with safeguarding procedures and considered within the wider family context.

5.5 People who are victims of sexual violence or sexual harassment may find the experience extremely distressing and traumatic. Staff will ensure that any disclosures are taken seriously and responded to with sensitivity, and that appropriate support is put in place to safeguard the student's wellbeing. The college recognises that such experiences can significantly impact a young person's education and mental health, particularly if the alleged perpetrator is also part of the college community. Staff understand that trauma may present through changes in behaviour, and will respond with a trauma-informed approach, ensuring that any adverse behaviours are not dismissed but explored with care and understanding.

5.6 Staff should recognise that safeguarding concerns may be interrelated and that children may experience multiple forms of abuse, neglect, exploitation, and harm simultaneously. When

assessing concerns, consideration should be given to the potential for overlapping vulnerabilities and safeguarding risks.

5.7 **Corporation**: in accordance with the Statutory Guidance 'Keeping Children Safe in Education' *(September 2026)* the Corporation as the College's governing body will ensure that:

i. The College has a child protection/safeguarding policy, procedures and training in place which are effective and always comply with the law. The policy available publicly.

ii. The College operates safer recruitment practices, including appropriate use of references and checks on newly appointed staff and volunteers. At least one member of staff on each interview panel will have undertaken 'Safer Recruitment Training.'

iii. There are procedures for dealing with allegations of abuse against members of staff and volunteers (see *Management of Allegations against Staff and Volunteers Policy*), as outlined in Appendix 3.

iv. There is a senior member of the College's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after College and out of term time activities.

v. The Designated Safeguarding Lead (DSL) undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.

The Principal, College Governors, and all other staff and volunteers who work with children (including early years practitioners within settings on the College site), undertake appropriate training, which is regularly updated, at least annually; and that new staff and volunteers who work with children are made aware of the College's arrangements for child protection and their responsibilities (including this policy and Part 1 of 'Keeping Children Safe in Education' 2025).

vi. The Corporation and Senior Leadership Team will ensure that appropriate filtering and monitoring systems are in place across all College networks, devices, and internet-enabled technology. The effectiveness of these systems will be formally reviewed, documented, and reported at least annually, with additional reviews undertaken following safeguarding incidents, cyber-security concerns, or significant technological change.

vii. Any deficiencies or weaknesses brought to the attention of the Corporation will be rectified without delay.

viii. The Chair of the Corporation (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Principal, in liaison with the Local Authority Designated Officer (LADO). As outlined in Appendix 3.

ix. Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers.

x. There is an individual member of the Corporation who will champion issues to do with safeguarding children and child protection within the College, liaise with the Designated Safeguarding Lead, and provide information and reports to the Corporation.

xi. The College contributes to multi-agency working in line with statutory guidance "*Working Together to Safeguard Children,"* including engagement with the "three safeguarding partners" approach (Local authority, clinical commissioning group and the chief officer or Police). Multi-agency working will also include providing a co-ordinated offer of Early Help, Early Help and statutory Children's Social Care intervention where required. The College will work collaboratively with local authority Family Help services and other safeguarding partners to identify and support children and families at the earliest opportunity.

xii. This Early Help may be offered directly through college provision or via referral to an external support agency (e.g., Leicestershire Children and Family Wellbeing Service/Warwickshire

Early Help & Targeted Support). Safeguarding arrangements consider the procedures and practice of the local authority as they are expressed through the Safeguarding Partners teams.

xiii. The Corporation and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, including the Public Sector Equality Duty.

5.8 **The Principal**: the Principal will ensure that:

i. The policies and procedures adopted by the Corporation are effectively implemented and followed by all staff.

ii. Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.

iii. Effective safeguarding practices are in place that adhere to statutory guidance "Working Together to Safeguard Children," Safeguarding Partners guidance, Keeping Children Safe in Education (September 2026) and Ofsted's Education Inspection Framework.

iv. Allegations of abuse or concerns that a member of staff or adult working at the College may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer.

v. All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

vi. All staff are made aware that they have an individual responsibility to pass on any concerns relating to a child and vulnerable adult's welfare, including safeguarding concerns, immediately, following guidelines laid out in Appendix 2. And that if all else fails to report these directly to Children's Social Care (Children's Services) Adult Social Care or the Police.

vii. Staff should not assume a colleague or another professional will have reported on or acted upon a concern.

5.9 **The Designated Safeguarding Lead**: the responsibilities of the designated safeguarding lead are found in Annex B of 'Keeping Children Safe in Education 2026' and include:

i. Provision of information to the Safeguarding Partners on safeguarding and child protection in compliance with section 14B of the Children Act 2004.

ii. Liaison with the Corporation and the local authority on any deficiencies brought to the attention of the Corporation and how these should be rectified without delay.

iii. Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty or MASH (and/or Police where a crime may have been committed).

iv. Act as a source of support, advice, and expertise within the College.

v. To attend and contribute to child protection conferences when required.

vi. Be alert to the specific needs of children in need, those with special educational needs and disabilities and young carers.

vii. Ensure each member of staff has access to and understands the College's child protection policy especially new or part-time staff who may work with different educational establishments.

viii. Ensure all staff have induction training covering child protection, staff behaviour, recognising and reporting all safeguarding concerns, children who are absent from education, online safety including filtering and monitoring and the role and identity of the DSL (and deputies). In accordance with Keeping Children Safe in Education 2026, all staff are required to read and understand Part One of the statutory guidance. The College will maintain appropriate records to evidence compliance through induction and annual safeguarding updates.

ix. Keep detailed, accurate and secure written records of concerns and referrals.

x. Obtain access to resources and effective training for all staff and attend refresher training courses annually. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.

xi. Where young people leave the College, ensure their safeguarding file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as is possible to do so.

xii. Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g., children who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.

6. Records, Monitoring and Transfer

6.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record, and report concerns about a child or children within the College. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

6.2 Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

6.3 Child protection records are stored securely, with access confined to specific staff, e.g., Designated Safeguarding Leads and the Principal.

6.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

6.5 When students transfer from school or College their safeguarding records are also transferred when appropriate. Safeguarding records will be transferred separately from other records, and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school or College, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. The DSL should also consider if it would be appropriate to share any information with the new school/college in advance of a child leaving to enable support to be put in place in advance of the move. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g., Police are subject to the College Personal Data Sharing Procedure and should be copied and stored.

6.6 The effectiveness of this policy will be ensured through:

i. Annual review of the Safeguarding Policy by the Corporation.

ii. Informing the Corporation annually as to how staff have complied with the Policy; this will include termly/annual reports.

iii. The Safeguarding Task Force will guide and monitor the College's work via termly meetings and safeguarding and prevent action plans. The task force will include a link member of the Corporation.

6.7 Cyber Security and Online Monitoring: the College is responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. The College meets the cyber-security standards for schools and colleges. Information is linked to the College IT Acceptable Use Policy and the Online Safety Policy for specific information.

7. Protective Security and Preparedness

7.1 In accordance with Protective Security and Preparedness for Education Settings (DfE, April 2025), the College acknowledges its responsibility to protect students, staff, and visitors from a range of security threats. We have completed the recommended self-assessment and are compliant with all elements of the guidance.

7.2 The College's Health and Safety Manager is the lead for campus security and works in close collaboration with the Estates Team and the Designated Safeguarding Lead. Robust and regularly reviewed risk assessments, as well as clear evacuation and invacuation procedures, are in place across all campuses. These measures support a whole-college approach to emergency preparedness, ensuring the safety and resilience of the College community and its facilities.

8. Supporting All Students

8.1 Our College recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children, College may be one of the few stable, secure, and predictable components of their lives. Other students may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect.

8.2 Our College seeks to remove any barriers that may exist in being able to recognise abuse or neglect in students with Special Educational Needs or Disabilities. We will seek to provide such students with the necessary support and to build their self-esteem and confidence in line with the SEND (Special Educational Needs and Disabilities) Code of Practice.

8.3 **Peer on Peer (or Child on Child) Abuse (including harassment and violence):** The College recognises safeguarding issues can manifest themselves via peer-on-peer abuse and that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter," "just having a laugh" or "part of growing up."

All College staff are advised to maintain an attitude of "**it could happen here**" and invoke the College Student Expectation Policy to manage conduct and behaviours. Abuse, Neglect and Exploitation can happen in person or online and inside or outside of the college.

This abuse could for example include:

i. bullying (including cyberbullying). Prejudice-based bullying, racism, discriminatory behaviour, derogatory language, harassment, intimidation, or abuse related to a person's race, ethnicity, religion or belief, disability, sex, sexual orientation, gender reassignment, or any other protected characteristic. Such behaviour will be taken seriously and will not be dismissed as banter, a joke, or part of growing up.

ii.

iii. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

iv. sexual violence, such as rape, assault by penetration and sexual assault.

v. sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.

vi. 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 (this is now a criminal offence).

vii. consensual and non-consensual sharing of nude and semi-nude images and/or videos.

viii. initiation/hazing type violence and rituals

ix. stalking and cyberstalking.

8.4 **Peer on Peer (or Child on Child) Sexual Violence and Sexual Harassment:** All reports of peer-on-peer sexual violence and sexual harassment will be taken seriously. The victim will be made aware of this, along with reassurance that steps will be taken to keep them safe and well supported.

Reports of Peer-on-Peer sexual violence and sexual harassment should be reported to the Designated Safeguarding Lead (or deputy), in line with College procedures for all other safeguarding concerns. As with all other reports of a safeguarding nature, confidentiality cannot be promised at this stage. Local procedures for referring concerns to appropriate external agencies also apply, in order to keep the victim safe.

The Designated Safeguarding Lead (or deputy) will function as the main point of contact for the College with Police, Social Care and any other services supporting the victim.

When dealing with allegations and incidents of sexual violence and sexual harassment, it is recognised that some situations will be statutorily clear:

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault as defined in law.
- Creating and sharing sexual photos and videos of under-18's is illegal. This includes children making and sharing sexual images and videos of themselves.

See Appendix 6 for more information.

8.5 Violence Against Women and Girls (VAWG) The College recognises that violence against women and girls (VAWG) may affect children and adults and can manifest through sexual violence, sexual harassment, stalking, coercive and controlling behaviour, misogyny, stalking, cyberstalking, image-based abuse, online abuse, harmful attitudes or behaviours and unwanted obsessive behaviour.

The College adopts a whole-college approach to preventing, identifying, and responding to VAWG. Through the curriculum, staff training, student support services and safeguarding procedures, the College actively challenges attitudes and behaviours which may normalise abuse, violence, discrimination, or harassment.

All reports will be taken seriously, responded to in a trauma-informed manner and managed through safeguarding, disciplinary and, where appropriate, criminal justice processes.

8.6 **Domestic Abuse:** can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The safeguarding team will always consider the importance of understanding intra familial harms and any necessary support for siblings following incidents.

8.7 **Technology:** All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face-to-face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

8.8 **Filtering and Monitoring:** Systems are in place to safeguard students whilst using the college network and equipment. Students will be educated how to keep themselves safe online, the college filtering aims to prevent students from accessing harmful or offensive content and the monitoring systems are in place

to ensure that students are conducting themselves safely, appropriately and withing the college policies and rules and links to the college Prevent Strategy.

8.9 **Children Absent from Education:** Our College recognises the entitlement that all children and young people have to education and will work closely with the local authority where appropriate to share information about students who may be missing full-time education, are showing as persistently absent or who go missing from education.

All staff should be aware that children being absent from college, particularly repeatedly and/or for prolonged periods can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is essential by way of absence monitoring processes to identify the existence of any underlying safeguarding risk. It is important that staff are aware of the college's Attendance Policy for unauthorised absence procedures and children missing education procedure.

8.10 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. We know that different forms of harm often overlap and that perpetrators may be subject children and young people to multiple forms of abuse such as criminal exploitation including County Lines and Sexual Exploitation.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The College will consult with and make referrals to external agencies within the multi-agencies practice principles.

Staff should also be aware that exploitation may take other forms, including financial exploitation and economic abuse, where children or vulnerable adults are manipulated, coerced or pressured into giving money, transferring funds, obtaining financial products, sharing banking details or becoming involved in financial fraud for the benefit of others.

8.11 **Child Criminal Exploitation (CCE):** Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be quite different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

8.12 **Child Sexual Exploitation (CSE):** CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non- contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example, they believe they are in a genuine romantic relationship.

8.13 **Modern Slavery and the National Referral Mechanism:** modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM (National Referral Mechanism) is available in Statutory Guidance. "Modern slavery: how to identify and support victims - GOV.UK"

8.14 **Preventing Radicalisation:** Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our colleges safeguarding approach.

i. **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in 1 or 2.

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

iii. **Terrorism** is an action that endangers or causes serious violence to a person/people; causes severe 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.

Although there is no one single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are indicators which staff are obliged to look out for and refer to the DSL or Deputies. The work of the college will be to protect people from extremist ideologies and to intervene to prevent those at risk of radicalisation being drawn into terror.

As with other safeguarding risks, staff should be alerted to changes in a young person's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying young people who might be at risk of radicalisation and act proportionately which may include reporting to the designated safeguarding lead (or a deputy). The DSL or deputies may decide to make a Prevent referral to the Channel Agency.

8.15 **So-Called 'Honour-Based' Abuse:** (HBA): encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) forced marriage, and practices such as breast ironing.

8.16 **Private Fostering Arrangements:** Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes stepparent, grandparents, uncle, auntie, or sibling)

8.17 **Looked After Children and Previously Looked After Children:** Children that fall into this category are either currently in the care system or will have previously been in the care system. The College will ensure that:

i. Identify an appropriately trained staff member to take the lead responsibility in promoting the educational achievement of students within this cohort.

ii. Ensure that relevant staff have the information, skills, knowledge and understanding to keep looked after children safe.

iii. Ensure they participate in multi-agency working to safeguard students from within this cohort.

8.1 **Children with a Social Worker**: The College recognises that when a child has been assigned a social worker, this is an indicator that they may be more vulnerable to harm than other children as well as facing barriers to educational attainment in relation to attendance, learning, behaviour, and poor mental health issues. The College will take those issues and needs into account when making plans to support children who have a social worker.

8.18 **Children who are lesbian, gay, bisexual, or gender questioning*:** While being lesbian, gay, or bisexual is not inherently a risk factor for harm, young people perceived to be so, whether they are or not, can be targeted by peers. For gender-questioning young people, a cautious and individualised approach is recommended, considering their potential wider vulnerabilities, including mental health and developmental conditions. Schools should work closely with parents, unless this poses a significant risk to the person, and seek clinical advice where appropriate. It is essential to foster a supportive environment where children feel comfortable sharing concerns and to minimise the risk of bullying.

8.18a **Gender Questioning and Transitional Support**

The College is committed to providing a safe, inclusive, and respectful environment for all students. Students who are gender questioning, exploring their gender identity, or undertaking a social transition can access support through Student Services and the Safeguarding Team.

Where appropriate, students may inform the College of their preferred name and pronouns to support positive day-to-day interactions and help create an environment where they feel safe, respected, and able to participate fully in College life.

The College recognises that questioning gender or undertaking a social transition is not in itself a safeguarding concern. However, some students may experience additional vulnerabilities, including bullying, harassment, discrimination, poor mental health, or social isolation. Appropriate support will be offered where required.

In line with current Department for Education guidance, single-sex toilet and changing facilities will be used according to biological sex. Where a student does not wish to use these facilities, gender-neutral facilities are available across College campuses. Information regarding available facilities will be communicated to students through induction and campus information.

The College encourages all students to participate in physical activity, enrichment, and recreational sport. Participation in competitive sport and representative College teams will be in accordance with the eligibility rules and regulations established by the relevant governing body and AoC Sport. The College will seek to promote inclusion, fairness, dignity, and safety for all students.

8.19 **Serious Violence:** 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 school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a notable change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Staff should recognise that risks relating to serious violence may overlap with child criminal exploitation, county lines activity, contextual safeguarding concerns, coercion, vulnerability, poor mental health, and attendance concerns. Concerns should be shared with the Designated Safeguarding Lead at the earliest opportunity.

8.20 Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. In addition, it is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be

physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage.

All concerns with regards to forced marriage should be reported to the Designated Safeguarding Lead (or deputy) in line with College procedures. The Designated Safeguarding Lead (or deputy) will liaise with external agencies as appropriate to support the victim.

8.21 **Female Genital Mutilation (FGM):** Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The College's response to FGM will take into account the government guidance, multi-agency statutory guidance on female genital mutilation April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

8.22 **Complaints or concerns** raised by parents/carers or students will be taken seriously and followed up in accordance with the College's complaints process.

8.23 **Support for Staff:** As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead will seek to arrange the necessary support.

8.24 **Contextual Safeguarding:** All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

8.25 **Mental Health:** All staff should 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children 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. A trauma informed approach will be taken by staff at the college when working with children and young people.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy. College support systems and will link to external agencies.

The College recognises that mental health concerns may be linked to safeguarding, attendance, exploitation, abuse, neglect, online harm, and other vulnerabilities. Staff should consider whether there are underlying safeguarding concerns when mental health issues are identified and ensure that

students receive appropriate support at the earliest opportunity. The College promotes a preventative and early intervention approach to supporting student wellbeing and mental health.

8.26 **Mobile and Smart Technology:** The College recognises that mobile phones, smart devices, and other internet-enabled technology can present both educational opportunities and safeguarding risks. Students are expected to use such devices responsibly and in accordance with College policies. The College will take appropriate action to address concerns relating to online abuse, bullying, harassment, image sharing, recording of others without consent, misuse of artificial intelligence applications, or any other behaviour that may place a student at risk of harm.

8.27 **Online Safety**; As the College increasingly encourages students to work online, it is essential that children and vulnerable adults are protected from potentially harmful and inappropriate online material. As such, the college will make use of **filtering and monitoring** systems to protect students from potentially harmful, offensive, or inappropriate digital content. Where appropriate, the college will liaise with external agencies to make referrals or report potential criminal activity. The college will work to educate students on how to keep themselves safe online. As outlined in the college Online Safety Policy there is a whole college approach to online safety where students are empowered to use technology to the best effect in teaching, learning and assessment but know how to spot and report concerns.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

i. **Content**: being exposed to illegal, inappropriate, or harmful content for example pornography, racism, fake news, misogyny, self-harm, suicide, antisemitism or content relating to radicalisation and extremism. It may also include content that is misleading and contains misinformation, disinformation, and conspiracy theories.

ii. **Contact:** being subjected to harmful interaction with other users for example peer to peer pressure, commercial advertising and adults posing as young people with the intention to groom or exploit young people.

iii. **Conduct:** online behaviour that increases the likelihood of or causes harm for example making, sending, and receiving explicit images (e.g., consensual sharing of nudes and /or pornography, sharing other explicit images and online bullying

iv. **Commerce:** risks such as online gambling, inappropriate advertising, phishing, and financial fraud. Any risks of this nature will be reported internally and escalated externally to the anti-Phishing Working Group https://apwg.org/

8.28 The College will adhere to the Department for Education's guidance on the safe use of emerging technologies, including artificial intelligence. In line with 'Generative AI: Product Safety Expectations,' staff will ensure that generative AI tools are used responsibly and safely within the educational environment. The College will apply appropriate filtering and monitoring systems to the use of generative AI in line with statutory safeguarding requirements and will ensure that students are supported to develop critical awareness of AI-generated content.

8.29 **Artificial Intelligence, Deepfakes and Image-Based Abuse** The College recognises the safeguarding risks associated with artificial intelligence technologies, including deepfake images, synthetic media, Nudification applications, impersonation, online coercion, blackmail, and image-based abuse. Staff will remain vigilant to emerging technologies and any concerns will be addressed through safeguarding procedures and, where appropriate, referral to external agencies. Students will be supported to critically evaluate AI-generated content and understand the risks associated with creating, sharing, or manipulating digital content.

9. Use of "Reasonable Force"

9.1 As outlined in the DfE (Department for Education) document Keeping Children Safe in Education 2026 Guidelines, there are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

9.2 'Reasonable' in these circumstances means 'using no more force than is needed.' The college will refer to any contact with students in this capacity as Physical Intervention (PI).

9.3 The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as preventing a student from stepping into a dangerous situation.

9.4 Staff are instructed to avoid physical contact with a student, instead behaviour strategies such as using restorative practices, a calm tone of voice, or calming gestures can all help to avoid any physical contact being used.

9.5 The decision on whether or not to use 'physical contact' to control a young person is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. When using 'physical contact' in response to risks presented by incidents involving students with SEND, mental health problems or with medical conditions, the college will consider the risks carefully and recognise the additional vulnerability of these specific individuals.

9.6 They should also consider their duties under the Equality Act 2010, for example in relation to making reasonable adjustments and their Public Sector Equality Duty.

9.7 By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable young people, and agreeing them with parents and carers, the college can reduce the occurrence of challenging behaviour and the need to use 'physical contact.'

9.8 Any unplanned physical contact with a young person at the college will be reported to the Designated Safeguarding Lead or Deputies on the same day and where possible immediately after the incident. All incidents of physical contact will be recorded and parents/carers/guardians of those aged under 18 or up to the age of 25 with an Education and Health Care Plan will be notified. A copy of the recording paperwork can be found in Appendix 4.

9.9 It is noted that staff at the college are not trained in handling or restraint techniques, this policy purely covers a situation that may require physical intervention to protect the student and or staff from harm to themselves or others.

9.10 Members of the colleges Inspire, Alternative Provision, have undertaken "Team Teach" training for low level physical intervention. Where training has been completed it may be used when the circumstances permit but the process for reporting instances will be in place to report to the DSL or deputies and the home school. Training for Duty Officers has taken place by external trainers Crisis Prevention Institute on reasonable force and de-escalation techniques.

10. Working with Parents/Carers/Guardians

10.1 The College will:

i. Ensure that parents/carers understand the responsibility placed on the College and staff for child protection by setting out its obligations on the college website.

ii. Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

iii. The College will request at least two emergency contact numbers for each child and ask for an email address for parents / carers.

iv. Reinforce the importance of online safety.

11. Recruitment and Selection of Staff

11.1 The College's safer recruitment processes follow the Statutory Guidance: Keeping children safe in education September 2026.

11.2 The College will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation

has proven to be unsubstantiated, unfounded, false, or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been unsubstantiated, malicious etc. will also not be included in a reference.

11.3 The College has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All newly appointed staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children.

11.4 In line with statutory requirements, every interview panel for College staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.

11.5 The College maintains a single central record (SCR) of all staff who work and volunteer at the College. The record provides evidence that the following checks have been carried out or certificates obtained and the date on which each check was completed/certificate obtained:

i. An identity check.
ii. A barred list check.
iii. An enhanced DBS check/certificate.
iv. A prohibition from teaching check.
v. Further checks on people who have lived or worked outside the UK.
vi. A check of professional qualifications.
vii. A check to establish the person's right to work in the United Kingdom.
viii. Details of whether the persons position involves relevant activity (e.g., regularly caring for, training, supervising or being solely in charge of persons aged under 18)
ix. For supply staff, the College will include whether written confirmation has been received from the employment business supplying the staff member, to say that relevant checks and certificates have been seen, including the date this was completed.

11.6 Evidence of a search of online presence. The College will ensure that contractors, agency workers, volunteers, and other adults working with students are subject to appropriate safeguarding arrangements, checks, and supervision in accordance with statutory guidance and the College Safer Recruitment Policy.

12. Use of College Premises For Non-College Activities

12.1 The College is committed to ensuring the safety of children and young people when our facilities are hired by external organisations. In line with *Keeping Children Safe in Education (2025)*, any group hiring space must provide evidence of appropriate safeguarding and child protection policies and procedures before a lettings agreement is approved.

12.2 Safeguarding requirements are included as a condition of use within all hire agreements, and failure to comply may result in termination. These expectations apply whether or not the children attending are enrolled at the College.

13. Alternative Provision

13.1 As a provider of Alternative Provision (AP), the College is committed to meeting the safeguarding needs of all students placed with us. We recognise that students attending AP often have additional vulnerabilities and complex needs. We ensure that all staff working within our AP settings are subject to appropriate safer recruitment checks and ongoing safeguarding training.

13.2 The College maintains open communication with commissioning schools and provides written confirmation of staff vetting, site arrangements, and any changes which may affect pupil safety. We also support schools in tracking attendance and progress, and in reviewing placements regularly to ensure they remain appropriate and safe. The College works collaboratively with commissioning schools to support safeguarding, attendance, wellbeing, and learner progress. Safeguarding concerns will be shared promptly in accordance with information-sharing procedures, statutory safeguarding guidance, and local safeguarding partnership arrangements.

14. Equality Analysis

14.1 By virtue of the provisions of the Equality Act 2010, the College has a duty to have due regard to the need to:

i. eliminate unlawful discrimination,

ii. harassment and victimisation and other prohibited conduct.

iii. advance equality of opportunity between people of diverse groups.

iv. foster good relations between people from diverse groups.

a. In implementing this Policy and associated procedures, the College will actively take these aims into account as part of its decision-making process and will demonstrate how this has been undertaken.

14.2 Where necessary a full equality impact assessment will be undertaken.

15. Data Protection Impact Assessment

15.1 Data Protection Impact Assessments (DPIA) are an essential part of the College's accountability obligations under the UK GDPR. Conducting a DPIA is a legal requirement for any type of processing, including certain specified types of processing that are likely to result in a high risk to the rights and freedoms of individuals. Under UK GDPR, failure to carry out a DPIA when required may leave the College open to enforcement action.

15.2 A DPIA, relating to any relevant areas within this Policy and Procedure, will therefore be undertaken to enable the systematic analysis, identification, and minimisation of data protection risks and to demonstrate how the College complies with its data protect obligations.

16. Implementation, Monitoring and Review

16.1 This Policy will be reviewed annually, or as otherwise required by law, regulation, organisational policies, good practice, or contractual obligations.

Appendix 1- Key Contacts

1. Named Staff and Contacts

The safeguarding team can be contacted on: safe@nwslc.ac.uk

All contact details and college Safeguarding information can be found on our website: Safeguarding - NWSLC

Designated Safeguarding Lead: Katy Read, Vice Principal Student Services and Support

Deputy Designated Safeguarding Lead/s: Andrew Howarth, Head of Student Services, Lindsay Parker, Pastoral Support Lead

Prevent Single Point of Contact (SPOC):

Katy Read, Vice Principal Student Services and Support

Designated Person for Children in Care:

Katy Read, Vice Principal Student Services and Support

Nominated Safeguarding Governor Member: Jeanette Essex

The Designated Safeguarding Lead or their Deputy would normally be responsible for contacting the Local Authority or external agencies. In the event of a serious risk where one of the above designated team is unavailable the contact details are as follows.

2. Safeguarding Contacts Warwickshire County Council

All child protection referrals should be made to the Warwickshire Children and Families Front Door (Formerly Multi-Agency Safeguarding Hub or MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to mash@Warwickshire.gov.uk. The form can also be completed online.

All **urgent** child protection referrals (where there is an immediate concern about a child's safety), should be made in the first instance by telephoning Front Door on 01926 414144. This should be followed by submission of a MARF as above.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 01926 886922.

Staff may seek support directly from the Education Safeguarding Manager should they consider that necessary.

Education Safeguarding Manager: 01926 742601

educationsafeguarding@warwickshire.gov.uk

Adult Social Services: 01926 359190 (out of hours – 01926 886922)

Family Help/ Early Help & Targeted Support: 01926 414144

LADO/Allegations: 01926 745376 (or via email) lado@warwickshire.gov.uk

17 Safeguarding Contacts Leicestershire County Council

All urgent child protection referrals (where there is an immediate concern about a child's safety), should be made to First Response Children's Duty on 0116 305 0005 (24-hour line)
All child protection referrals should be submitted via a Multi-Agency Referral Form (MARF) which can be located at:
https://resources.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/multi-agency-referral-form-for-early-help-and-social-care-services-marf
LADO / Allegations: 0116 305 4141 or email CFS-LADO@leics.gov.uk
Safeguarding Development Officers: 0116 305 7750
Family Help / Early Help - Request for Services: 0116 305 0005 or via online form at:
https://resources.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/early-help

Appendix 2

Procedure to Follow in Cases of Possible, Alleged or Suspected Abuse, Or Serious Cause for Concern about a Child

Contents

A	**General**
B	**Individual Staff / Volunteers / Other Adults - Main Procedural Steps**
C	**Designated Safeguarding Lead - Main Procedural Steps**

A. General

The local Safeguarding Partners outline the inter-agency processes, protocols, and expectations for safeguarding children in each county. https://westmidlands.procedures.org.uk/

The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.

It is important that all parties act swiftly and avoid delays.

Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, or the MASH particularly if there is doubt about how to proceed. Any adult, whatever their role, can act in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

Written records, dated and signed, must be made to what has been alleged, noticed, and reported, and kept securely and confidentially.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents/carers and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents'/carers' knowledge and consent to the referral are expected unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child/vulnerable adult at risk, and in individual cases advice from Children's/Adult Social Care will need to be taken.

B. Individual Staff / Volunteers / Other Adults Main Procedural Steps

When a child makes a disclosure, or when concerns are received from other sources, **do not** investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible, at this stage should be informed what action will be taken next.

As soon as possible write a dated, timed, and signed note of what has been disclosed or noticed, said, or done and report to the Designated Safeguarding Lead via the online system. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee the allegations procedure should be followed (See appendix 2) if involving another young person or child, the Designated Safeguarding Lead should be informed.

If the allegation is about the Principal, the information should normally be passed to the Chair of the Corporation or the Local Authority Allegations Manager (LADO).

If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead - Main Procedural Steps

Begin a case file which will hold a record of communications and actions related to all reported safeguarding concerns, to be stored securely. This is created using the online system. Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response /Front Door professionals' consultation line.

Share information confidentially with those who need to know. Refer to the College Personal Data Sharing Procedure for further detailed guidance when sharing personal information with any third party, including parents, local authorities, police, and other agencies.

If, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately.

If the concern is about children using sexually abusive behaviour, refer to the separate guidance.

If urgent medical attention is required arrange for the student to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents/carers must be informed that the student has been taken to hospital.

Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving the College, take advice from the First Response Professionals Consultation line/Front Door (for instance about difficulties if the College day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g., a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated, and the Police should be contacted immediately.

The College recognises that effective information sharing is essential for safeguarding and promoting the welfare of children and vulnerable adults. Information will be shared appropriately, lawfully, and securely with relevant agencies where there are safeguarding concerns. Data protection legislation is not a barrier to sharing information where a failure to do so may place a child or vulnerable adult at risk of harm.

Appendix 3

Process For Dealing with Allegations against Staff (Including the Principal), Supply Teachers and Volunteers Are Contained Within The Policy Document 'Management of Allegations against Staff and Volunteers.'

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Low Level Concerns

NWSLC encourages an open and transparent culture enabling us to identify concerning, problematic or inappropriate behaviour from staff early; minimising the risk of abuse; and ensuring that adults working in or on behalf of the College are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our institution.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language from specific circumstances, through to that which is intended to enable abuse.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not.

Any such concern should be shared with the Designated Safeguarding Lead or Deputy directly.

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and Colleges" September 2026(part 4: Allegations of abuse made against teachers and other staff)
- Management of Allegations against Staff and Volunteers Policy

Organisations or Individuals using College Premises

The college may receive an allegation relating to an incident that happened when an individual or organisation was using the college premises for the purposes of running activities for children that are or are not students enrolled at the college (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the college will follow their safeguarding policies and procedures, including informing the LADO.

Appendix 4

Physical Intervention Incident Recording Form

Staff Name (person who physically intervened)	
Name of Student	
Date and time of intervention	
Any other staff or students present, provide names of any witnesses.	
Location	
Description of Physical Intervention including style of hold, duration or restraint used.	
Description of situation leading to physical interval	
Outcome of physical interval	
Any other relevant information	
Signature of Staff member	
Name and Signature of Designated or Deputy Safeguarding Lead who dealt with this report.	
Parent/Carer/Guardian Notified? When and by whom	
If Infill or Inspire, has the home school been notified?	
Safeguarding Lead to Record and Store this Recording Form	
Notes / Comments from Designated Safeguarding Lead	