

# Safeguarding and Child Protection Policy

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## **Purpose**

- Protect all students studying at our college, students in off-site provision and all those visiting College premises.
- Create a safe environment for students to learn and achieve their goals.
- Enable staff to safeguard and promote the welfare of students.
- Ensure there is a culture which makes our college a safe place for all.

Safeguarding and promoting the welfare of children is defined by Working Together to Safeguard Children (2023) (WTSC23) as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

## **Scope**

The Policy applies to everyone working, studying at, or visiting our college. This includes all permanent and supply staff, volunteers, Governors, external agencies working with college students, parents/carers, and students.

## **Policy Statement for the Safeguarding of Young People and Vulnerable Adults**

The College:

- recognises that young people and vulnerable adults have a fundamental right to be protected from harm, exploitation and discrimination, and that students cannot learn effectively unless they feel safe;
- will provide an environment that is safe, promotes equality, self-confidence, a feeling of worth and the knowledge that students' concerns are listened to and acted upon;
- is committed to ensuring that best practice is adopted when working with all young people and vulnerable adults, offering them support and protection, and accepts that it has a legal and moral responsibility to implement procedures to fulfil its duty of care, to safeguard their wellbeing and to protect them from abuse;

- will ensure that all staff understand the importance of working in partnership with students, their parents/carers, and other relevant agencies in order to promote and safeguard the welfare of all students;
- will ensure that clear procedures are in place to address disclosures of child-on child abuse;
- will ensure all staff are prepared to identify children who are in need of early help/ support from other agencies to ensure their welfare and take appropriate action.
- ensure the safe recruitment of staff in compliance with appropriate legislation will follow the Local Safeguarding Partnership inter-agency procedures and legislative and statutory guidance

The policy has been reviewed in light of the 'Keeping Children Safe in Education 2025' guidance from the Department for Education, 'Statutory Guidance and Information for Schools and Colleges' and Prevent Duty Guidance 2015 (updated 2023). DfE (2024) 'Filtering and monitoring standards for schools and colleges'

The College's safeguarding arrangements are inspected by Ofsted under all the key judgements.

This Policy is available on The College website and staff intranet and is included in the staff and volunteer's induction programme. It is available in alternative formats on request

## **Context**

- The welfare of the young person or vulnerable adult is paramount. Staff should consider, at all times, what is in the best interests of the young person, associated factors outside of college and that incidents may occur between students outside of the college environment.
- Safeguarding is everyone's responsibility – for services to be effective, each profession and organisation should play their full part.
- A student-centred approach – for safeguarding services to be effective, they should be based on a clear understanding of the needs and views of students in all aspects of their wellbeing and safety.
- All students, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a young person or vulnerable adult is at risk of harm.
- Students and staff involved in child protection and safeguarding issues will receive appropriate support.
- Staff should never promise a young person or vulnerable adult that they will not tell anyone about an allegation, as this may ultimately not be in their best interest.

Safeguarding and promoting the welfare of young people or vulnerable adults is defined as protecting children from maltreatment; preventing impairment of young person's health or development; ensuring that young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all young people to have the best outcomes.

Child protection refers to the activity that is undertaken to protect specific young people who are suffering, or are likely to suffer, significant harm.

If a young person is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

The College recognises that it has a statutory and moral duty to promote and safeguard the welfare of vulnerable adults receiving education and training at the College.

## **A Whole Organisation Approach**

The College is committed to a whole-organisation approach to safeguarding, creating a culture of vigilance whereby safeguarding is an important part of everyday life and is supported through training at all levels. Certain groups of people have key responsibilities, as outlined later in this document, but it is **everyone's** responsibility to keep students safe.

There are three main elements to this Policy:

- **Prevention:** providing safe physical and on-line environments, careful and vigilant teaching, accessible pastoral care, support for students and good adult role models; raising e-safety awareness;
- **Protection:** providing training, support, and clear procedures to enable staff to respond appropriately and sensitively to safeguarding and child protection concerns, including the dangers of radicalisation and extremism and ensuring that the College's IT infrastructure and network are safe and secure;
- **Support:** providing help and support to young people and vulnerable adults who do not feel safe, may have been abused or who are in need of early help services.

## **Aims of the Policy**

- To raise the awareness of all staff of the importance of safeguarding young people and vulnerable adults, and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a young person's welfare.
- To ensure that everyone knows that the College takes safeguarding very seriously and will follow the appropriate procedures for identifying and reporting abuse, for dealing with allegations against staff and being confident to challenge senior leaders if required over safeguarding concerns and practice.
- To promote effective liaison with other agencies to work together for the protection of all students.
- To integrate a safeguarding curriculum within the tutorial programme.
- To liaise effectively with parents, carers, and other agencies, working together to protect our students.
- To address related issues such as peer-on-peer abuse, bullying behaviour and online safety and provide training on these for all staff.

## **Roles and Responsibilities**

### **1. The Board of the Corporation will:**

- Ensure that The College has effective policies and procedures in place, in accordance with legal requirements and published guidance, to ensure the health, safety and wellbeing of all students;
- Ensure that the College's Executive Team is clear about its statutory obligations regarding safeguarding, and monitors the steps it is taking to develop good practice beyond the statutory minimum requirement;
- Appoint a Board Member as the Board's Safeguarding & Prevent lead.

### **2. The College will:**

- Abide by the current Keeping Children Safe in Education Guidance (KCSiE)
- Require all staff and volunteers to read part 1 of Keeping Children Safe in Education guidance and confirm this via the annual self-declaration;
- Have a Safeguarding and Child Protection policy and procedures, which are in line with government and St Helens Safeguarding Panel's guidance;
- Have safeguarding as a standing agenda item at Governing Board compliance and performance meetings and Senior Leadership Team meetings. Notes will be recorded;

- Appoint a Designated Safeguarding Lead (DSL) who is a member of the Senior Leadership Team and who will provide support and supervision to staff members to carry out their safeguarding duties and liaise closely with other services such as social care and police. Appropriately trained deputies and other nominated Safeguarding Officers will also be appointed;
- Provide Safeguarding, Prevent and online safety instruction to students during induction and tutorials, and ensure they know who to contact should they feel unsafe or are suffering abuse;
- Address allegations of Child-on-Child abuse, including the sharing of nude and semi-nude images, sensitively and robustly;
- Designate a named member of staff to support Care Experienced Young People;
- Require staff and volunteers to work within the appropriate Local Safeguarding Panel's guidelines;
- Ensure that all staff and volunteers have completed Safer Recruitment checks as per safer recruitment guidance;
- Undertake relevant safer recruitment and allegations management training;
- Ensure that any external contractors using, or are on College premises comply with this safeguarding policy;
- Ensure that all staff and volunteers comply with Safer Working Practice for Adults who work in Education settings;
- Sign up to the Information Sharing charter and share information relating to multi agency risk assessment (MARAC) and the personal information sharing agreement with respect to receiving alerts about domestic abuse and advise parents accordingly;
- Ensure that relevant staff have undertaken appropriate training to contribute to multi-agency risk assessments of young people/children;
- Ensure management of allegations procedures are implemented;
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected;
- Have and use an anti-bullying policy to respond to any complaint of bullying or prejudice with the College;
- Be aware of the needs of vulnerable groups, identify and action for all identified;
- Provide education to students about safeguarding;
- Make policies available to parents and students via the College website;
- Ensure that the wishes and feelings of young people or vulnerable adults are considered in safeguarding matters;



- Undertake an annual audit using the St Helens Safeguarding Partnership's tool, which is shared with the Safeguarding Board and reported to Governors leading to appropriate actions to ensure that the College is meeting all the requirements in line with national and St Helens Safeguarding Partnership's guidance and legislation;
- Report on safeguarding at least annually to the Governing body;
- Review and update the safeguarding policy at least annually and when any significant changes occur;
- Maintain appropriate safeguarding records that are confidential and kept securely;
- Maintain suitable IT filtering and monitoring software to protect students from inappropriate material while using college systems;  
Maintain off-site safeguarding procedures to ensure safeguarding practice in continued during any periods of closedown or lockdown. (

### 3. The Safeguarding & Prevent committee will:

- Oversee our approach to Safeguarding, Prevent and Child Protection and its adherence to relevant legislation
- Promote the safeguarding and welfare needs of all Confirm that the safeguarding-related work undertaken by the different departments within our College through ensuring its effectiveness
- Provide a means of liaison with the St Helens Safeguarding Partnership
- Report on a regular basis (via the Principal / DSL) to the Board of the Corporation.

### 4. The Designated Safeguarding Lead (DSL) will:

- Take the lead responsibility for safeguarding and child protection at the College;
- Ensure that all safeguarding activity is student centred, holistic, and contextual;
- Promote supportive engagement with parents/carers in safeguarding;
- Chair the Safeguarding & Prevent Committee and be responsible for organising termly meetings;
- Be responsible for the commissioning and/or provision of services designated to safeguard and promote the welfare of young people;
- Be responsible for the appointment and appropriate training (including regular updates) of all designated safeguarding staff;
- Be responsible for overseeing inter-agency referrals to: local authority Multi Agency Safeguarding Hub and social care teams, to the Channel programme where there is a radicalisation concern; and, to the police for cases where a crime may have been committed;
- Be responsible for the collation and secure storage of all records relating to safeguarding, prevent or child protection incidents and concerns, sharing and receiving information in line with KCSiE 2025 guidance;

- Develop effective links with relevant statutory and voluntary agencies including the St Helens Safeguarding Partnership;
- Coordinate the College's attendance/contribution to child protection conferences, and child protection plans, ensuring full knowledge and understanding of students who have or have had a social worker;
- Ensure that the Safeguarding and Child Protection Policy and procedures are reviewed and updated annually and liaise with the nominated governor and Principal as appropriate;
- Make the Safeguarding and Child Protection Policy available publicly, on the College website or by other means;
- Work with the Chair and/or Principal of the College to report serious incidents, where the College or one of its sub-contractors is the subject of a police or Local Authority investigation;
- Maintain own level of training and deliver annual Safeguarding face-to-face or equivalent updates to all staff.

5. The Deputy Designated Safeguarding Leads (Dep DSL) will:

- Be trained to the same level as the Designated Safeguarding Lead
- In the absence of the Designated Safeguarding Lead, carry out those functions necessary to ensure the on-going safety and protection of students
- In the event of the long-term absence of the Designated Safeguarding Lead, assume all of the functions of the Designated Safeguarding Lead.

6. Designated Safeguarding Officers (DSO) will:

- Act as a point of reference and support staff on matters of safeguarding, prevent and child protection;
- Receive appropriate training and disseminate knowledge, attend relevant conferences, keep up to date with all matters relating to safeguarding, prevent and child protection and provide written reports as required;
- Follow agreed reporting and monitoring procedures.

7. Student-facing staff will:

- Identify and meet the needs of individual students
- Ensure that students feel safe and secure and are encouraged to talk and share their concerns, and that they are listened to
- Promote online safety to students as an integral part of their course
- Recognise that students with special educational needs or disabilities may be especially vulnerable to abuse and take extra care to interpret apparent signs of abuse or neglect.

#### 8. All staff will:

- Promote and apply the College's Safeguarding and Child Protection Policy and procedures;
- Raise any safeguarding concern about a student through the safeguarding referral process;
- Raise any safeguarding concerns about another staff member to the DSL or Principal;
- Raise any concerns regarding safeguarding practices within the College;
- Be aware of and follow their statutory duties as detailed in Keeping Children Safe in Education 2025;
- Wear their College ID badge at all times while on college premises (with the exception of hazardous areas such as workshops); comply with the established Visitor Protocol by ensuring that all visitors sign in at Reception on arrival and wear their Visitor ID badge at all times whilst on College property and sign out on departure.

### **Partnership with Parents/Carers and the Community**

The College shares a purpose with parents and carers to educate, keep young people/children safe from harm and promote their welfare.

The College is committed to working with parents positively, openly, and honestly and ensure that parents are treated with respect, dignity, and courtesy.

The College respects parents' rights to privacy and confidentiality and will not share sensitive information without permission, or when it is necessary to protect a young person/child.

### **Liaison with External Agencies**

The College will promote effective liaison with other agencies in order to work together for the protection of all students, in line with statutory guidance.

### **Domestic Abuse**

The definition of Domestic Abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to psychological, physical, sexual, financial and emotional.

This College receives information from the police to alert the Designated Safeguarding Lead when there has been an incident of domestic abuse in a household where the student lives and is signed up to Operation Encompass. This allows the College to monitor and support the student. If the College has additional

concerns, the need for further safeguarding actions will be discussed with local authority Social Care. This information will only be shared with other staff on a restricted need to know basis i.e., those who are immediately responsible for the student's welfare such as the pastoral team or the student's tutor. Where a Multi-Agency risk assessment conference (MARAC) occurs, the College may be asked for information and appropriate information may be shared with the College after the meeting.

## **Early Help**

Providing early help is more effective in promoting the welfare of children and young people than reacting later. This means providing support as soon as a problem emerges.

Early help support will be kept under constant review and consideration given to a referral to the Multi Agency Safeguarding Hub (MASH) if the young person's/child's situation does not appear to be improving.

In order to do this the College will work with other local agencies to identify those who would benefit from early help by:

- undertaking an assessment of the need for early help;
- providing early help services such as health support, pastoral and welfare support, mental health coaches and access to counselling;
- making referrals to appropriate external services e.g., CAMHS;
- signposting to appropriate additional external support e.g., Childline, Papyrus;
- taking a contextual approach to safeguarding the young person.

## **Students with Child Protection (CP) Plans**

Students who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead, or the Deputy DSL or Safeguarding Officer will attend and/or provide reports for strategy discussions, CP conferences, core group meetings and contribute to assessments and plans.

The College recognises that students who are the subjects of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The College will ensure that appropriate support mechanisms are in place in college.

## **Students with Special Educational Needs or Disabilities (SEND)S**

The College recognises that students with SEND may face additional safeguarding challenges and expects staff to take extra care to interpret correctly, apparent signs of abuse or neglect. Indications of abuse will be reported as for other students. These students may be increasingly vulnerable to being bullied, at higher risk of

criminal (including sexual) exploitation, online grooming, and radicalisation. Tutorial content will be adapted to address these needs. Staff should work closely with parents/carers in meeting any particular needs and in providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND students and staff should be alert to these.

### **Students with Mental Health/Emotional Health Needs**

The College is aware that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation.

Students identified with mental health/emotional health issues or living with family members with these issues will be offered additional support through the Safeguarding and Student Wellbeing Teams.,

Additional support will be provided during exams, exams results, during transition times and after bereavement or tragic events.

### **Relationships, Health, and Sex Education (RHSE)**

Students will cover relevant topics as part of their Personal Development Tutorial programme

### **Students who are Care Experienced Young People, those previously looked after and Care Leavers**

The College provides specific guidance in how support is provided for this group of students, which is led by the Head of Personal Development They are responsible for maintaining records on the legal status of the student, liaising with the student, the local authority, the curriculum team, and any other appropriate agency.

### **Substance Abuse**

The College provides education and support through the college tutorial programme for issues related to substance misuse. The College seeks to provide a supportive environment for individuals, while also maintaining clear expectations through the student and staff codes of conduct regarding sanctions.

**FGM/Forced Marriage/so called Honour Based Abuse** All College staff will receive training in the requirement to report incidences of FGM and to raise all concerns immediately via the safeguarding referral process.

### **Trafficking and Modern Day Slavery**

All concerns of trafficking or modern day slavery will be reported to the police and/or the MASH where there are safeguarding concerns for young people/children.

### **Serious Violence, Gangs, Youth Violence, Weapons**

The College works with partner organisations to educate and support students experiencing or being involved in serious and/or gang related violence.

The College has clear expectations of student behaviour and ensures that students are aware of both the support available and the sanctions in place to address issues if a student is the perpetrator.

### **Students and the Court System**

The Safeguarding and Wellbeing team offer additional support to students involved in any form of court process

### **Homelessness**

The Safeguarding and Wellbeing Team will support with appropriate services when they become aware of any housing issues that may pose a risk to the welfare of a young person, including where 16-18-year-olds may be living independently. A referral will be made to the MASH if a young person is thought to be at risk of harm.

### **Sexual Violence and Sexual Harassment**

The DFE published detailed advice on sexual violence and harassment to support schools and colleges has been incorporated in KCSiE .

Reports of sexual violence and sexual harassment are taken seriously by the College. These incidents are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide the College with the foundation for a calm, considered and appropriate response to any reports.

Please also refer to the Sexual Harassment Policy and Procedure, along with any other related Higher Education policies relevant to Sexual Harassment for additional information.

KCSiE provides effective safeguarding practices and principles for schools and colleges to consider in their decision-making process. Any decisions are for the College to make on a case-by-case basis, with the designated safeguarding leads taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required.

### **Child on child Abuse (Previously known as Peer on peer)**

All College staff should recognise that students are capable of abusing their peers and that students may be reluctant to disclose. The College will take a pro-active approach to recognising signs and addressing them by providing further awareness sessions as part of annual update safeguarding training.

Abuse will never be tolerated or passed off as 'banter' or 'part of growing up.' This includes all aspects of bullying, on-line safety including youth produced imagery (sexting) and gender issues.

While it is possible that females are more likely to experience abuse of this kind, all child-on-child abuse is unacceptable and will be taken seriously, whether or not it has happened on college premises, including remote interactions.

This includes but may not be limited to:

- bullying of any kind (including cyberbullying, prejudice-based and discriminatory bullying),
- abuse in intimate personal relationships between peers, physical abuse and sexual violence and sexual harassment, consensual and non-consensual sharing of nudes and semi-nude imagery, causing someone to engage in sexual activity without consent, upskirting and initiation/hazing types of violence and rituals.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.

Allegations of child-on-child abuse will be recorded, investigated, and addressed, with support available for victims, perpetrators and other parties affected. Third party agencies such as the police or MASH will also be informed whenever required.

### **Bullying, Cyberbullying, Significant Friendship Issues and Prejudice**

The Promoting Positive Behaviour Policy outlines the College approach to instances of bullying which will be dealt with robustly and fairly. A referral may be made to the MASH where a student is considered to be at risk of significant harm.

## **Students Missing from Education**

Attendance, absence, and exclusions are closely monitored.

A young person/child going missing from education is at significant risk of under achievement, being a victim of harm, abuse or neglect including criminal or sexual exploitation or risk of radicalization

It is the policy of the College to collect 2 emergency contacts for all students wherever possible.

## **Welcoming Other Practitioners**

Visitors with a practitioner role such as social workers or members of the Police have been vetted to work with young people and children through their own organisation. Practitioners will be required to bring their identity badges on ALL visits, sign in at reception and wear a college visitor badge.

## **Off-Site Visits**

Off-site visits are the subject of a risk assessment; safeguarding concerns or allegations will be responded to following Safeguarding Partnership's Board procedures. The member of staff in charge of the visit will report any safeguarding concerns to the DSL or their deputy who will pass it to the MASH if appropriate.

Educational Visits procedures will be followed at all times.

## **Children at Risk of CSE (Child Sexual Exploitation) and Child Criminal Exploitation (CCE)**

The College will follow St Helens Safeguarding Partnership's guidance to identify and reduce risk of CSE and CCE.

The College will work with external agencies to reduce risk of harm from criminal exploitation such as County Lines, drug trade and trafficking. Appropriate regard will be given to the risks arising for all involved.

**Private Fostering** is when a child under the age of 16 (under 18 if disabled) has a private care arrangement between their parent and a carer.

A private fostering carer is someone who is not their parent or a 'close relative'. The private arrangement can be for 28 days or more. *Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).*

There is a legal requirement that the Local Authority must be informed as they have a duty of care to ensure that the welfare of the child is being satisfactorily safeguarded and promoted.



## **Service Interruption and Students Working Remotely**

In the case of sudden closure due to pandemic or other causes that require students and staff to work remotely, the College will maintain emergency safeguarding measures that ensure that vulnerable students are safeguarded appropriately and that new safeguarding concerns may be effectively addressed.

The college will at all times, work with external partners such as local authorities to adopt a partnership approach and will follow emergency guidelines issued by central government for this purpose.

Updated procedures will be prepared for each occurrence and will be published as an annexe to the main Safeguarding Policy. Emergency procedures will be agreed by the Principal and presented to the Governing Board at the earliest opportunity.

The College will provide safeguarding and health and safety advice, guidance, and expectations to all employers with apprentices who are home working.

## **Safer Recruitment**

The College complies with the requirements of Keeping Children Safe in Education 2025 and the St Helens Safeguarding Partnership by carrying out the required checks and verifying the applicant's identity, qualifications, work history and social media history. The College maintains a single central record of recruitment checks undertaken.

All recruiting managers complete appropriate training in safer recruitment and there will always be at least one person involved in every recruitment process who has undertaken specific training.

All staff and volunteers have an enhanced DBS check prior to taking up their role. A minimum of two validated references are always required

## **Staff Training and Induction**

All new staff, volunteers and Governors will receive safeguarding training to ensure their understanding of the Safeguarding and Child Protection policy.

The DSL, deputies and Safeguarding Officers will attend Level 3 Safeguarding Training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and the local Safeguarding Partnership's policy and guidance.

All College staff will receive formal safeguarding training at least every three years with regular face- to face updates annually, outlining any changes, updates, reminders as required.

The College follows St Helens Safeguarding Partnership's guidance in relation to the provision of appropriate safeguarding training and is developing a supervision model to support staff involved in safeguarding cases.

### **Abuse of Position of Trust**

All staff working with young people and vulnerable adults are considered to be in a position of trust, as a consequence of their knowledge, position and/or the authority invested in their role. This equally applies to volunteers.

This means that staff should not:

- Use their position to gain access to information for their own or other's advantage.
- Use their position to intimidate, bully, humiliate, threaten, coerce, or undermine young people / vulnerable adults
- Use their status and standing to form or promote relationships which are of a sexual nature or may become so.

This means that staff should:

- Ensure that an unequal balance of power is not used for personal advantage or gratification.
- Maintain appropriate professional boundaries and avoid behaviour which may be misinterpreted by others.
- Report or record any incident where their behaviour may be misinterpreted with a Senior Manager at the earliest opportunity

All College staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the college staff and a student under 18 may be a criminal offence and is not permissible.

## **Allegations against Staff**

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must be reported immediately to the Designated Safeguarding Lead or to the Principal. Complaints about the Principal should be reported to the Chair of Governors who will then contact the appropriate Local Authority Designate Officer(s) (LADO).

They will ascertain whether the allegation meets the harms threshold or is a concern that does not meet the harm threshold.

Allegations that meet the harm threshold will be referred immediately to the LADO.

Allegations that do not meet the harms threshold will be addressed through the college staff disciplinary policy and the line manager of the individual will be supported by the DSL or nominated deputy and the People team.

All allegations concerning staff who no longer work at the college will be reported to the police.

The Safeguarding Partnership's Board procedures will be followed for allegations of abuse made against teachers or other staff.

## **Whistleblowing**

Staff who are concerned about the conduct of a colleague towards a young person or vulnerable adult are undoubtedly placed in a very difficult position. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The College's Whistleblowing Policy enables staff to raise a concern or allegation in confidence and for a sensitive enquiry to take place.

Staff may also report their concerns directly to Children's or Adults Social Care, the Police, or the NSPCC whistleblowing helpline (<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/>) if they believe direct reporting is necessary to secure action.

## **The Prevent Agenda: Preventing violent & non-violent extremism & radicalisation**

### **Identification of Concern**

All College staff should be able to recognise signs and indicators of concern and respond appropriately. The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that young people or vulnerable adults experiencing these factors are automatically at risk of exploitation for the purposes of extremism.

The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person, or their family may be vulnerable or involved with extremism

### **Vulnerability / Risk Factors**

Identity crisis:	Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
Personal crisis:	Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.
Personal circumstances:	Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
Unmet aspirations:	Perceptions of injustice; feeling of failure; rejection of civic life.
Criminality:	Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

### **Access to Extremist Influences**

- Reason to believe that the young person associates with those known to be involved in extremism
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence
- Use of closed network groups via electronic media for the purpose of extremist activity.

### **Experiences, Behaviours, and Influences**

- Experience of peer, social, family or faith group rejection.
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour.
- Verbal or written support of terrorist attacks.
- First-hand experience of racial or religious hate crime.
- Extended periods of travel to international locations known to be associated with extremism.
- Evidence of fraudulent identity/use of documents to support this.
- Experience of disadvantage, discrimination, or social exclusion.
- History of criminal activity.
- Pending a decision on their immigration/national status

### **More Critical Risk Factors include:**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour.

### **System of Referral / Reporting Concerns**

In the event of noticing changes about a student that may be related to vulnerabilities towards radicalisation and extremism, or having concerns for their welfare, the staff member should make a referral through the existing Safeguarding referral process.

If a staff member has concerns but is uncertain of the level of risk, they should contact the Designated Safeguarding Lead or, if unavailable, the Deputy Designated Safeguarding Lead. This to be followed by making a referral via CPOMS

Where there is an identified / potential risk that a student may be involved in supporting or following extremism, further investigation by the local Prevent / Channel Team will be requested prior to other assessments and interventions.

Incidents relating to extremism are expected to be very rare, but emergency procedures will be adopted when there is information that a criminal / violent act is imminent, or where weapons or other materials may be in the possession of a student or a community member. In this situation, an emergency 999 call will be made, and the College's Emergency Management Team informed as soon as practicably possible.

Where a child or vulnerable adult is thought to be in need or at risk of significant harm, or where investigations need to be carried out, advice may be sought from the Home Office, or a referral made to the MASH or other appropriate agency will be made in line with the College's Safeguarding procedures, following advice from the appropriate Prevent / Channel Officer.

The College will maintain suitable IT filtering software to protect students from terrorist and extremist material while using College systems and will report on attempts by students or staff to access blocked sites.

British Values are promoted and embedded within the curriculum.

### **Channel Referral Process**

Where it is found that a concern identified may have a security dimension to it, liaison with the Police will form an early part of the investigation. The Police will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.

### **Who needs to understand this policy and how will they know about it?**

Everyone working, studying, or visiting our college needs to understand this, Policy. The Policy is published on the College website and intranet (link); posters promoting student safety are displayed throughout the College.

<b>Who?</b>	<b>How?</b>
All staff (including volunteers)	Mandatory on-line training on joining and refresher training every year. All staff will receive safeguarding updates via all staff emails, additional training sessions and through team and cross-college meetings.
Staff with specific Safeguarding responsibilities	Level 3 Safeguarding Training via the St Helens Safeguarding Partnership; refreshed every 2 years
Agency staff and contractors	Arrangements in place to ensure that agencies and contractors provide the necessary training for their staff.
All students	Reference made to the Policy throughout the student induction process and included in the Student Handbook. Integral part of the tutorial programs.
College Governors	Will undertake mandatory on-line training on joining and refresher training every year and receive regular updates from College Designated Safeguarding Lead.
Visitors / Contractors	On arrival, will be made aware of the College's commitment to safeguarding by Reception staff, required to sign-in on arrival, wear their Visitor ID badge at all times whilst on college property, and sign-out on departure.

## Flowchart for raising safeguarding concerns about a student

