
SAFEGUARDING POLICY



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PURPOSE

This policy provides guidance and instructions to all members of the College team, trustees, sub-contractors, and contractors to ensure the commitment of Project Inc (The College) to safeguarding and promoting the welfare of young people and vulnerable adults. If any form of abuse is suspected or if a person is identified as being vulnerable to being drawn into terrorism-related activity, appropriate action will be taken. The College requires all team members to share this commitment.

The College has several Creative Learning Studios that provide appropriate, challenging, and meaningful study programmes, to increase employability skills. This policy relates safeguarding across all aspects of the work of the College.

Any reference to 'College' in this policy means each of the above Creative Learning Studios.

Any reference to the College 'team' in this policy means all staff and volunteers working at each of the above Creative Learning Studios.

SCOPE

This policy deals with the protection of young people and all adults at risk. Throughout this policy reference is made to young people. This means all students aged 16-25 enrolled at the College, and any child under the age of 16 who may attend the College (schools or Local Authorities may ask the College to deliver alternative provision, to a young person under the age of 16, for a specified period of time. It is the responsibility of the school or Local Authority to ensure they are satisfied with the safeguarding arrangements at the College. At all times, the young person remains enrolled at their school).

A vulnerable adult (19+) is deemed to be a person who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect themselves against harm or exploitation. Any person up to the age of 25 with a current Educational Health and Care Plan (EHC Plan) in place is treated as a child for the purposes of safeguarding & child protection legislation. Any references to 'child' in this policy should therefore be viewed as relevant to all students at the College where an EHC Plan is in place.

This policy is mandatory for all of the College team.

OUR VALUES

To be Respectful, Responsible, Safe and Kind, are at the core of our values. They are reflective of expected behaviours and set the foundation upon which the College builds its culture.

PRINCIPLES

The College recognises that safeguarding and promoting the welfare of children and vulnerable adults is everyone's responsibility, and that the best interests of the student must be paramount.

We believe that not only do we have a statutory duty to ensure that we safeguard and promote the welfare of young people and adults at risk of harm in our care, but also a moral duty. We adopt a student-centred approach which operates in the best interests of each student. The policy and procedures focus on how we recruit and train our team, support our students, make referrals and deal effectively with allegations against any member of the College team. It incorporates a wide range of risks we need to safeguard against, including those related to the prevention of violent extremism.

To achieve this, the policy and procedure is reviewed annually to:

- Raise awareness of issues relating to the welfare of young people and adults at risk and the promotion of a safe environment for them to learn within the College
- Aid the identification of young people and adults at risk of significant harm, providing procedures for reporting concerns
- Establish procedures for reporting and dealing with allegations of abuse against members of the College team
- Respond to the safe recruitment to the team.

All of the College team will receive appropriate training in order to familiarise them with the College's Safeguarding Policy and Procedure, relevant statutory guidance, the safeguarding issues, and their responsibilities therein.

All team members undertake mandatory safeguarding and Prevent training (to include 'Part One of Keeping Children Safe in Education 2019) as part of their induction process and continual professional development (CPD) on an annual basis.

EQUALITY STATEMENT

The College will make sure that all students have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity. The College is committed to anti-discriminatory practice and recognises the additional needs of young adults from minority ethnic groups and those with learning disabilities and/or difficulties and the barriers they may face, especially around communication.

OUTCOMES

Because of this policy and its procedures being followed:

- Students at risk will be better protected from the impact of abuse or neglect
- all persons detailed in the 'scope' (above) will take the necessary steps to safeguard and protect the rights of adults with students at the College
- statutory agencies will be contacted where appropriate.

STATUTORY FRAMEWORK

The Care Act 2014 places specific safeguarding duties with regard to an adult who has need for care and support and is experiencing or at risk of abuse or neglect. Because of those needs the adult is unable to protect themselves from either the risk, or the experience, of abuse or neglect.

The College aims to meet all relevant legislative requirements and good practice in safeguarding. There are a number of statutory regulations which place a responsibility on the College to protect young people and adults at risk.

This statutory framework includes:

- Keeping Children Safe in Education 2019, Working Together to Safeguarding Children 2018, the Safeguarding Vulnerable Groups Act 2006, The Protections of Freedom Act 2012 and the Prevent Duty Guidance are the key documents upon which this policy is based
- Prevent Duty Guidance for Further Education Institutions in England and Wales July 2015
- The Children Act 2004, which is fundamental to professionals working with children and young people in the UK
- The Protection of Children Act 1999 requires employers to carry out Criminal Record Checks before employees are allowed to come into contact with children
- The Education Act 2002 requires that governing bodies of FE providers have a statutory duty to make arrangements to safeguard and promote the welfare of children and young people
- The Sexual Offences Act 2003 makes it is an offence for a person over 18 (e.g. a lecturer/teacher or other member of the College team) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach
- The Safeguarding Vulnerable Groups Act 2006 which sets out the type of activity in relation to children and adults at risk for which employers and individuals will be subject
- The Protection of Freedoms Act 2012 which changed the definition of Regulated Activity including who is eligible for a barred list check
- The Equality Act 2015
- The Mental Capacity Act 2005
- SEN Code of Practice 2015

VULNERABLE STUDENT

A vulnerable student may be identified as a person who:

- Is a Looked After Child
- Is a care leaver
- Is a young carer
- Has learning difficulties or disabilities
- Has mental health difficulties (e.g. dementia, personality and eating disorders)
- Has general welfare concerns
- Has a physical or sensory disability
- Has been involved in substance or alcohol misuse
- Has suffered from domestic violence
- Has social or emotional developmental needs
- Has a criminal conviction
- Has a language barrier.

All students attending the College are classed as vulnerable students.

DEFINITIONS

Safeguarding

The term 'safeguarding young people and adults at risk' covers both reactive adult/child protection and a preventative approach to keeping young people and adults safe. Safeguarding and promoting the welfare of children is defined as: protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Physical Abuse

This may involve hitting, shaking, throwing, poisoning, burning, scalding, misuse of medication, inappropriate use of restraint, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Neglect

Neglect is the persistent or severe failure to meet a child, young person or vulnerable adult's physical and/or psychological needs which can result in serious impairment of the health or development of the individual. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Self-Neglect

- a condition affecting behaviour, where the individual refuses to attend to their personal care and hygiene, their environment or even refusal of care services offered to them.

Sexual Abuse and Exploitation

Sexual abuse involves a child, young person or vulnerable adult being forced or coerced into participating in or watching sexual activity. It is not necessary for the child, young person or vulnerable adult to be aware that the activity is sexual, and the apparent consent of the child, young person or vulnerable adult is irrelevant. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the child, young person and vulnerable adult's behaviour and emotional development, resulting in low self-worth. Some level of emotional abuse is present in all forms of abuse. This would include potentially abusive or offensive cyber-bullying through electronic communications.

Financial Abuse

Where financial abuse occurs, the victim does not always realise that it is abuse. It can be in the form of asking for money to be your friend, stealing your belongings, taking someone's pension, or just the constant borrowing of money and never returning it.

Significant Harm

Some children may be in need because they are suffering or likely to suffer significant harm. The Children Act 2014 section 47 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.

Honour-based Violence

Honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBV are abuse and should be handled and escalated as such.

FGM mandatory reporting duty

From October 2015, the FGM Act 2003 (as amended by section 74 of the Serious Crime Act 2015) introduced a mandatory reporting duty for all regulated health and social care professionals and teachers in England and Wales.

Professionals must make a report to the police, if, in the course of their duties:

- They are informed by a girl under the age of 18 that she has undergone an act of FGM.
- They observe physical signs that an act of FGM may have been carried out on a girl under the age of 18.

Forced Marriage

Forced marriage is a term used to describe a marriage in which one or both of the parties is married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage, in which both parties' consent to the assistance of their parents or a third party (such as a matchmaker) in identifying a spouse.

Peer on Peer Abuse

Peer on peer abuse is a significant issue. It must never be tolerated, dismissed or ignored. Whilst it is clear that peer on peer abuse disproportionately affects females and the College has appropriate support mechanisms in place. However, males, LGBTQ and SEND students will also be affected by this issue and team members must be aware of this and prepared to act accordingly. Peer on peer abuse will be minimised through the vigilance and awareness of the team to recognise and identify where such abuse is occurring, and to act swiftly to ensure its curtailment.

PREVENT DUTY

In line with the Prevent Duty Guidance for Further Education Institutions in England and Wales (2015), protecting students from the risk of radicalisation is part of the Colleges' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Students may be identified as vulnerable to radicalisation at any time during their programme of study based on behaviour. The Channel framework of indicators which may provide triggers leading to engagement with a group, cause or ideology associated with terrorism may include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friend's involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

Statutory Prevent Guidance for Further Education (2015) summarises the requirements in terms of the following key areas:

- external speakers and events
- partnerships
- risk assessment and action plan
- College team and student training
- welfare and pastoral care and IT Policies.

Radicalisation refers to the process by which a person comes to support terrorism or other forms of extremism.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

The College will contact Prevent Programme Co-ordinators in each of the Local Authorities where a Creative Learning Studios is located, where the situation deems it appropriate and necessary.

All College team members, visitors contractors and students on placement, are required to be able to identify and report instances where they believe a young person may be at risk of harm or neglect including any harm through extremism or radicalisation to the Designated or Deputy Safeguarding Lead (DSL). All students will be given information about radicalisation and extremism, they will have a safe place to discuss the risk relating to their communities and they will know where to go to ask for help.

Under the Prevent Duty, safeguarding leads will be trained to recognise when it is appropriate to make a referral to the Channel Programme to support students who may be vulnerable to such influences and where we believe a student is being directly influenced by extremist materials or influences. It is unacceptable to download or transmit any material which might reasonably be considered obscene, abusive, sexist, racist, defamatory, related to violent extremism or terrorism or which is intended to annoy, harass, or intimidate another person. This also applies to use of social media systems accessed from College systems. The College has systems for assessing and rating risks. Risk assessments are carried out for planned events, including off site events,

external visitors and speakers to mitigate any risk and clearly set out what is required for any event to proceed.

SPECIFIC SAFEGUARDING ISSUES

All team members should have awareness of the following safeguarding issues and of the legislative duty in relation to these concerns:

All disclosures will be recorded and reviewed termly by the DSL and Deputy DSL. These will be included in the termly Safeguarding Report for the College Board to ensure appropriate support mechanisms are in place for both victims and perpetrators.

Cases of students hurting other students will be managed in line with the following policies:

- Anti-Bullying Policy
- Positive Student Behaviour and Management Policy

Safeguarding Policy and Procedures take precedent where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put students at the College at risk
- involves students being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

Risks of peer-on-peer abuse will be managed by:

- challenging any derogatory or sexualised language or behaviour, including requesting or sending sexual images
- being vigilant to issues that particularly affect different genders
- direct instruction within the curriculum to develop understanding of appropriate behaviour and consent
- ensuring students know they can talk to any team member confidentially
- ensuring the team are trained to understand that a student harming a student could be a sign that the student is being abused themselves, and that this would fall under the scope of this policy.

Sexting - if any team members are aware of an incident involving sexting (also known as 'youth produced sexual imagery'), they must report it to the DSL immediately. Staff must not

- view, download or share the imagery, or ask a student to share or download it
- delete the imagery or ask the student to delete it
- ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- share information about the incident with other members of the team, the student(s) it involves or their, or other, parents and/or carers
- say or do anything to blame or shame any young people involved

The College team member should explain that they need to report the incident and reassure the student that they will receive support and help from the DSL.

Child on child sexual violence and sexual harassment

Where any reports are made of child on child sexual violence or sexual harassment these must be dealt with seriously and quickly. Where such an allegation is made, the DSL will conduct a thorough risk assessment that considers:

- The victim, especially their protection and support
- The alleged perpetrator: and
- All the other students (and, if appropriate, team members) at the College, especially any actions that are appropriate to protect them.

Allegations and the investigation will be recorded. Any subsequent risk assessment will be communicated to all team members that are required to know. Both victim and (alleged) perpetrator will receive appropriate support mechanisms from the College on a case by case basis.

Specific Safeguarding issues also include the following:

- bullying including cyber-bullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- Faith abuse
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate crimes
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- trafficking
- peer-on-peer abuse
- stalking

ON-LINE SAFETY

The College will endeavour to both filter all internet use to ensure and maintain the safety of its team and students.

Team members and students must have read the Distance Learning and E-Safety Policy and the ICT Acceptable Use Policy.

DISTANCE LEARNING and ACCEPTABLE CONTACT ON SOCIAL MEDIA

The usual operational practice of the College involves students attending a Creative Learning Studio or work placement to undertake and complete their study programme.

However, there may be times when it is not possible for a student to attend their Studio, such as:

- A period of significant anxiety or mental ill health
- Public transport strikes
- Illness

Where an illness or episode of anxiety or mental ill health mean that it would not be possible to participate in education and training, the student or their parent/carer should report their absence to their Creative Learning Studio via the studio landline or College mobile.

In some circumstances, the student will not be able to leave their house but will be able to participate in an online lesson or tutorial. On enrolment with the College, all students are required to sign a consent form confirming they are happy to participate in on-line lessons. Where students are under the age of 19, their parent/carer is also required to sign the consent form

PASTORAL CARE

There may be times when it is necessary for a member of the team to contact a student when they are absent from College. This may be when an absence has not been reported or when a student is away for a period of time due to illness or an episode of anxiety and mental ill health.

It may also be necessary to visit a student at their home to carry out an initial assessment, prior to College enrolment, where a young person has extreme anxiety.

All calls to a parent/carer or a student should be made during College hours and from either the College landline or the College mobile phone.

Members of the team making pastoral calls must set key boundaries, including a time limit, and giving an endpoint to the call. Notes of actions will be to seek further advice rather than offering direct support. Always stick to the agreed timescales of the calls e.g. weekly calls.

Where the student is aged 16-18 the first point of contact must always be with their parent or carer. If, following the conversation, the team member has concerns, they should make a record of the call and the DSL should be contacted to determine a way forward.

If no contact can be made with the parent/carer or the student, then a risk assessment must be carried out. If other agencies and services are involved with the student, the College should contact them to ensure a triangulated holistic approach to safeguarding is carried out. This may result in a co-ordinated home visit/well-being check, taking place. Safeguarding protocols must be followed at all times.

ROLES AND RESPONSIBILITIES

Board of Governors

The Board of Governors (the Board) instruct the College Lead to:

- ensure there is an effective Safeguarding Policy in place
- provide a safe environment for young people and adults at risk of harm
- identify those that are suffering, or are likely to suffer significant harm or who are at risk of radicalisation
- ensure appropriate IT filters and monitoring systems are in place to ensure online safety

- ensure disclosures of potential abuse are reported appropriately
- have a system for identifying concerns in relation to abuse of children and adults at risk of harm and effective methods of responding to disclosures
- refer concerns to appropriate referral agents within social care
- work effectively with others as required by Keeping Children Safe in Education 2019
- listen to the voice of the student and always act in the interest of the student
- ensure appropriate safeguarding responses for students who go missing from College
- understand that additional barriers can exist for students with special educational needs (SEN) and disabilities when recognising abuse and neglect in this group.

The Board will approve and annually review policies and procedures. They will receive termly safeguarding reports to:

- maintain awareness of progress across the College and/or issues relating to the welfare of young people and adults at risk of harm
- be reassured by the DSL that systems are in place and are effective in relation to the identification of young people and adults at risk of harm, and procedures for reporting concerns are widely known
- ensure effective procedures for reporting and dealing with allegations of abuse by members of the team or others who come into contact with students are in place including referral to the relevant Local Authority Designated Officer (LADO) for each Creative Learning Studio location
- ensure safe recruitment of team members
- ensure all of the team are appropriately trained to discharge their duties in relation to safeguarding and Prevent
- ensure procedures are in place to make referrals to the Disclosure and Barring Services (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned.

In developing policies and procedures, the Board will take account of guidance issued by the Department for Education, OFSTED and other relevant bodies and groups. The College recognises its duty under the Counterterrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism.

Designated Safeguarding Lead

The DSL is the College Lead. The DSL will ensure appropriate and robust systems are in place that will co-ordinate reporting, monitoring, referral and support procedures. The DSL has a key duty for raising awareness across all of the team of issues relating to the welfare of young people and adults at risk studying within the College. The DSL will undertake relevant safeguarding training, including inter-agency working. The DSL will receive refresher training every two years and keep updated annually on safeguarding information and knowledge.

The DSL is responsible for

- overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies
- providing advice and support to other team members on issues relating to safeguarding
- providing all of the College team with regular updates on safeguarding at least annually

- maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral)
- ensuring Safeguarding Policy is updated and reviewed annually and approved by the Board
- ensuring that parents/carers are aware of the College's Safeguarding Policy on induction
- developing effective working relationships with other agencies: Police, Social Services, Health Authority and Safeguarding Partners: local authorities and clinical commissioning groups,
- liaising with partner agencies offering placements to students
- ensuring that team members who are liaising with employers and training organisations that receive students from the College on placements put appropriate risk assessments and safeguards in place
- ensuring safe recruitment practices by implementing enhanced checks on all new and existing team members in accordance with the DBS, obtaining references and recruitment in accordance with DfE guidance
- providing tutorial or other curriculum, learning or pastoral support. The curriculum (both formal and informal) will be used to help students develop self-esteem and resilience
- ensuring all of the team receive basic training in Safeguarding and Prevent issues appropriate to their roles and are aware of the College safeguarding procedures
- ensuring that the College consults with the LADO regarding allegations against any member of the College team
- ensuring Health and Safety procedures are in place for students, including off site
- providing termly safeguarding reports to the Board.

College Team: Duty of Care

Members of the College team are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect students from discrimination and avoidable harm. Staff should develop respectful, caring, and professional relationships between all members of the College community. Team behaviour should demonstrate integrity, maturity and good judgement and comply with the College Team Code of Conduct at all times.

Wearing of ID Passes

All of the College team, students and visitors must visibly wear ID badges on site.

ALLEGATIONS AGAINST TEAM MEMBERS

If you have concerns about a member of the College team, or an allegation is made about a team member posing a risk of harm to students, speak to the DSL.

If the concerns/allegations are about the DSL, speak to the Governor with overall responsibility for Safeguarding. The College will consult with the LADO regarding allegations against team members. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services.

Where an allegation is about the DSL, the Governor and not the DSL, will carry out the actions below.

The DSL will inform the accused individual that there are concerns or allegations and of the likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary).

Where the police and/or social care services are involved, the DSL will only share such information with the individual as has been agreed with those agencies. The DSL will liaise with the LADO, police, and/or social care to carefully consider whether suspension of the individual from contact with students at the College is required or whether alternative arrangements can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate. If immediate suspension is considered necessary, the rationale for this will be agreed by the DSL. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the College and their contact details.

If it is agreed by the LADO, police or social care that no further action is to be taken in regard to the subject of the allegation or concern, the DSL will record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

If it is decided that further action is needed, The DSL will take steps as agreed with the LADO to initiate the appropriate action in the College and/or liaise with the police and/or social care services as appropriate.

Relevant support will be provided for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

The DSL will inform the parents or carers of the student involved about the allegation as soon as possible if they do not already know (following agreement with social care services and/or the police, if applicable).

The DSL will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against a team member while investigations are ongoing.

Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a member of a team member will be advised to seek legal advice.

The DSL will keep the parents or carers of the student involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).

The DSL will ensure a referral is made to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a student, or if the individual otherwise poses a risk of harm to a student.

CONFIDENTIALITY

Confidentiality and trust should be maintained as far as possible, but team members must act on the basis that the safety of the student is the overriding concern. The degree of confidentiality will be governed by the need to protect the student. The student must be informed at the earliest possible stage of the disclosure that the information will be passed on. Discussions of the case must only be with the appropriate member of the team and any discussion must be private and shared on a need to know basis. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of students. The College is

committed to protecting the rights and privacy of individuals, including students, the team and others, in accordance with the General Data Protection Regulations (GDPR) set out in the Data Protection Act 2018 that allows for disclosure of personal data where this is necessary to protect the vital interests of students. Please refer to the College suite of data policies.

SAFEGUARDING RECORDING

All safeguarding concerns are either identified by, or referred through to, the DSL by members of the team, students, (either self-referring or bringing concerns about peers), parents/carers, employers, or volunteers.

The DSL will investigate all concerns and allegations, make a judgement on next steps and then refer on to the appropriate agency.

The DSL will take advice from the Governor responsible for Safeguarding or, where appropriate, the entire Board.

All cases are recorded on a College Safeguarding Disclosure form which is uploaded to the central register and the student file. Any hard copy documentation is stored securely in the DSL's office.

Termly and annual Safeguarding Reports are provided to the Board with detailed analysis of safeguarding disclosures which feeds into planning for training needs and preventative work with students. The annual report will also include a review of the current safeguarding policy and procedures.

PARTNERSHIP AND INFORMATION SHARING

New safeguarding partners arrangements were put in place in September 2019. The College will work in conjunction with the three local safeguarding partners (the local authority, the clinical commissioning group and the Chief Officer of Police), together with appropriate relevant agencies to ensure information is passed appropriately where there are safeguarding concerns and information sharing protocols are well established.

The Government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information and is used by the College to support members of the team who have to make decisions about sharing information. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, supports team members who must make decisions about sharing information.

The Counter-Terrorism and Securities Act (2015) places additional responsibilities on Further Education Colleges to include working with multi-agencies as part of the Channel process. Although not a Further Education College, we agree to abide by these processes.

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SLT Member Responsible for This Policy	LA
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