



| TITLE | REF | VERSION | |
|------------------------------------------|-----------------------------------|--------------|--------------|
| Safeguarding and Child Protection Policy | LS003 | 9.0 | |
| APPROVAL BODY: | DATE | REVIEW DATE | |
| Corporation | 13 July 2022 | 13 July 2023 | |
| LEAD PERSON | Group Director of Student Support | | |
| EQIA DATE | 08 July 2022 | DPIA DATE | 08 July 2022 |

SAFEGUARDING AND CHILD PROTECTION POLICY

Content

1. Policy statement
2. Commitment Statement
3. Purpose
4. Scope
5. Monitoring and review
6. Identification, management, and referrals of concerns
7. Confidentiality
8. Arrangements for specific groups of learners
 - a. 14–16-year-old learners
 - b. Learners who are looked after or leaving care
 - c. Children missing in education
 - d. Learners with a learning difficulty or disability
 - e. Learners with English as a second language
 - f. Learners residing in residential accommodation
9. Staff training and induction
10. Online safety
11. Managing allegations against a staff member
12. Safer recruitment
13. Prevent and Extremism
14. Substance Misuse
15. Conducting Searches
16. Use of physical intervention
17. Compliance with legislation

Appendix 1 - Safeguarding Roles and Responsibilities

Appendix 2 – References and Definitions

Appendix 3 – Safeguarding Learners Who Reside in Residential Accommodation Out of Hours

Appendix 4 - Out of hours safeguarding referrals

1. Policy Statement

The Safeguarding and Child Protection policy is rooted in legislation and government guidance to keep children and adults at risk of harm safe whilst enrolled at college. At Activate Learning we want all students to feel safe, supported and cared for in line with the core values of our Learning Philosophy. Through the implementation of this policy, we strive to create a safeguarding culture which prevents and reduces harm to young people and adults at risk, whilst promoting the wellbeing of all employees, volunteers, young people and adults enrolled across our college group including offsite students and learners attending placements.

2. Commitment Statement

Children and young people should never experience abuse of any kind and we all have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise the welfare of children is paramount in all the work we do and in all the decisions we take bearing in mind all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse, some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

We believe that working in partnership with children, young people, their parents, carers, and other agencies is essential in promoting young people's welfare.

3. Purpose

This Policy sets out the principles of safeguarding which inform our practice and approach across the organisation to protect children and adults at risk from harm, including our approach to training and safer recruitment practice.

Through this policy Activate Learning aims to:

- Create a safeguarding culture which promotes the wellbeing of children and adults at risk of harm
- Reduce risks to health and wellbeing of vulnerable adults and children enrolled at Activate Learning
- Inform staff of their responsibilities in relation to safeguarding
- Provide information that enables staff to identify signs of risk/harm to young people and the steps they need to take in response to this
- Outline the training that all staff can expect to receive to enable them to keep children and young people safe
- Allow students and staff to raise concerns about others or working practises that pose a risk to young people or adults at risk
- Recruit staff who are well suited to working with children and vulnerable adults
- Promote safe working practises whilst facilitating effective challenge to practice that may result in harm to young people or adults by enabling students, staff, volunteers, visitors to raise and report concerns.

4. Scope

This policy applies to anyone working on behalf of Activate Learning Colleges, Activate Apprenticeships and Activate residential accommodation, including paid staff, the board of governors, volunteers, contractors, visitors, and students. All staff must read this policy in conjunction with Keeping Children Safe in Education 2021 part 1 which is statutory guidance from the Department for Education.

Safeguarding covers more than the contribution made to child and vulnerable adult protection in relation to individual children or adults. It also encompasses issues such as health and safety, safer recruitment, training plans, Child on Child abuse, bullying and harassment, and a range of other issues such as arrangements for meeting the needs of students with medical conditions, providing first aid, college security, substance and alcohol misuse, and physical and mental health.

5. Monitoring and Review

This policy is to be fully reviewed on an annual basis by the Designated Safeguarding Lead, Safeguarding Committee and Senior Leadership team to ensure that it remains current and is informed by best practice and up to date legislative guidance.

6. Identification, management, and referrals of concerns

All staff contribute to creating and maintaining the safeguarding culture at Activate Learning. We provide staff with training as part of their induction to identify the signs that a learner may be at increased risk of harm, abuse, neglect, or exploitation and encourage all staff to be aware of and report changes in a learner's behaviour, appearance, absence from college and or disclosures which are of concern.

If a staff member is concerned that a learner is at risk of harm, they must report this to a member of the safeguarding team in line with the safeguarding – reporting a concern procedure and safeguarding thresholds. A member of the safeguarding team will then provide advice on the next steps or manage the referral directly.

This could include referring the concern to the local multi agency safeguarding hub, referring to other support agencies, collaborating directly with the learner or supporting the faculty staff to complete a risk assessment and put in place additional support for the individual. Decisions about what action is taken will be taken using a person-centred approach. In all cases that it is believed a concern may need to be reported to Social Care or the Police, it must be reported to the Safeguarding Team in the first instance.

7. Confidentiality

Everyone who encounters children, vulnerable adults and their families has a role to play in sharing information to protect them from maltreatment. The College recognises that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

Safeguarding and promoting the welfare of children and vulnerable adults is everyone's responsibility. To fulfil this responsibility effectively, all staff should make sure their approach is person-centred. This means that they should consider what is in the best interests of the child or vulnerable adult. This may mean respecting their right to confidentiality and sharing information only on a need-to-know basis. However no single staff member can have a full picture of an individual's needs and circumstances. If children, vulnerable adults, and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

If a staff member has a concern about the welfare or safety of a child or adult at risk enrolled at Activate Learning they must report this to a member of the safeguarding team and record this on a record of concern form. Where possible, consent should be sought from the individual the concern relates to and or their parent (if they are under the age of 18) before sharing with an internal/external agency, however, information must be shared regardless of whether consent has been given if failure to share the information could put the child or adult at risk.

Maintaining detailed records is an essential part of safeguarding practice. These records will be stored securely and only accessible by staff who need to know the information to keep learners safe or maintain the internal systems.

Failure to follow up on a concern or share information that puts a learner at an increased risk of harm will be seen as a breach of this policy and followed up in line with the relevant HR procedure.

8. Arrangements for specific groups of learners

a) 14-to-16-year-old learners

Activate Learning assumes overarching responsibility for safeguarding 14-to-16-year-old learners who are enrolled with Activate Learning as their main educational provider. Safeguarding issues relating to learners whose primary education provider is not Activate Learning will remain the responsibility of their main provider, however, Activate Learning staff will proactively share information with the primary education provider to facilitate effective communication that reduces the risk of harm.

14-to-16 education takes place all around the college, however there is a designated area for the sole use, of education and support for 14-to-16-year-olds at each applicable college campus. This area may be used for other students outside the time-tabled/usual hours that the 14-to-16-year-olds attend college.

There is a dedicated leader for the 14-to-16-year-old provision who is responsible for the pastoral support of learners and collaborates closely with the safeguarding team to identify and manage referrals of causes for concern. The 14-to-16 provision lead is responsible for coordinating the collaboration with local authorities to share information about attendance and or absences as necessary to help safeguard learners.

Where a 14-16-year-old learner is enrolled at Activate Learning as their primary educational provider and Activate Learning have not received a safeguarding file from the previous school, the Safeguarding team will consult with children's social services to check that there are no open concerns about the learner so that they can be adequately safeguarded. The 14-to-16-year-old lead will have responsibility for coordinating this work with the safeguarding team.

14-to-16-year-old learners all have a support plan and are not permitted to leave site during the day.

b) Learners who are looked after or leaving care

Activate Learning recognise learners who are looked after or leaving care often have additional vulnerabilities and are at a higher contextualized risk of harm. To Safeguard these learners, Activate Learning employs dedicated Transition and Retention Advisors who are responsible for ensuring that these learners are supported at college through liaison with faculty staff and local authorities.

c) Children missing in education

Faculty staff must try and establish as far as possible the reasons why a student is missing from their study programme in line with our student attendance and absence management procedures. If a student is missing from education, they may be at significant risk of harm which could include, exploitation, involvement in gangs or radicalisation. If faculty staff cannot ascertain the reasons that a student is missing from class, they should initiate the missing student procedure and inform the safeguarding team. The Safeguarding team will then work in partnership with the police and social services as appropriate.

Faculty staff remain responsible for the overall attendance of learners and should only refer learners to the safeguarding team if they believe the child's absence is reflective of risk of harm or know that the learner is open to the safeguarding team.

d) Learners with a learning difficulty or disability

Learners with learning difficulties and or disabilities often have an increased level of vulnerability due to their additional needs and increased dependence on adults for care. To ensure that they are safeguarded appropriately and receive support for their additional needs a member of the LLDD team is trained to be a safeguarding advisor in each geographical area. This member of staff receives regular supervision from the Local DDSL to ensure that we are reducing risks of harm for this group.

Additionally, staff providing intimate care for learners will be familiar with the working principles outlined in the People Moving and Handling and Personal Care guidelines. Intimate Care will only ever be provided by two people to safeguard the learner.

Learners who require medication will have this administered in line with code of practice no. 3. Staff administering medication must be familiar with the principles of this code of practice.

e) Learners with English as a second language

Activate Learning ensures that for learners where English is not their first language, information on safeguarding and prevent is provided in an accessible, visual format to promote full understanding. There is a particular emphasis on providing additional information and support in a learners first language when a learner is identified as being at additional risk. Activate Learning will arrange translators to support learners at safeguarding meetings when required.

f) Learners residing in residential accommodation

Activate Learning has a dedicated Accommodation team including out of hours wardens employed to support effective safeguarding of learners residing in residential accommodation. All Accommodation staff receive level 3 safeguarding training so that they can effectively respond to concerns out of usual business hours. Wardens follow the steps outlined in Appendix 3 and 4 if they need to respond to a concern out of hours.

Learners under the age of 18 reside in single gender accommodation and are aware that they are not able to visit or receive visits from learners of opposite genders in their accommodation to help safeguard them from instances of peer-on-peer abuse. As far as possible, where a student in residential accommodation identifies as transgender or gender-questioning, suitable sleeping accommodation and living arrangements are made, which provide appropriate privacy for all students.

Where staff have concerns over a learner's fitness or suitability to reside, staff must take reasonable steps to gain assurance that the learner can reside without posing too great a risk to themselves or others by:

- Setting up and holding fitness to study/reside meetings with carers (for students under 18) with any external support networks such as Adult/Children's mental health teams. Carers and external support networks are invited to attend with consent from the student.
- Implementing personal risk assessments to manage concerns, where students remain at college.

Further information in relation to this can be found in the Accommodation Principal and Practice policy and Fitness to Study and Reside Procedure

9. Staff training and induction

All Activate Learning staff and governors must complete mandatory level 1 safeguarding training as a minimum standard as part of their induction to ensure that they are aware of their responsibilities and Activate Learning's policy and procedures in relation to safeguarding. Additionally, all staff are required to read part 1 of Keeping Children Safe in Education and must do so as part of their onboarding. Designated Safeguarding Advisers, Leads and Deputy Leads must complete level 3 training and keep fully apprised of changes to safeguarding legislation and updated guidance. All hiring managers must complete safer recruitment training.

Additionally, all staff will complete the following mandatory training: Prevent, E-Safety, and GDPR.

10. Online safety

Promoting safe and responsible use of the internet, social media and other electronic communication means is an essential part of our safeguarding practice. For this reason, the policy should be read in conjunction with the e-safety procedure, Child on Child abuse policy and student behaviour and disciplinary procedure.

11. Managing allegations against a staff member

Activate Learning takes all allegations against staff members seriously and will collaborate with the relevant Local Authority Designated Officer to respond to allegations against staff members sensitively and appropriately. Further information on the steps we will take to manage allegations are outlined in our Allegations Against Staff Procedure.

12. Safer recruitment

We are committed to only employing staff who are appropriate to work with children and adults at risk. As such, all hiring managers are required to complete safer recruitment training prior to shortlisting, interviewing, and hiring any new staff. In addition, we will complete enhanced DBS checks on all staff and maintain an accurate single central record of these checks. Two references will be sought for all new employees and risk assessments completed for any employees for whom we do not receive these prior to their start date. Further details of our safer recruitment procedures are outlined in our Recruitment Policy, as well as our DBS and Safeguarding Procedure.

13. Prevent and Extremism

Activate Learning is committed to preventing radicalisation and extremism through effective education and multiagency working. All learners receive induction in safeguarding and preventing radicalisation and extremism to inform them of the risks and where they can access support. All staff complete Prevent training and know to refer concerns to the safeguarding team who will work with local agencies as appropriate to reduce the risk.

14. Substance Misuse

A zero-tolerance policy is in place for students who choose to bring in, consume or attend college under the influence of illegal substances or alcohol. However, there are many occasions where the reasons for these actions are due to challenging personal circumstances or addiction. Alongside disciplinary processes, Activate Learning will offer support networks for students to continue to maintain their health and wellbeing, encourage referrals to counselling and/or medical support and refer students, with consent, to supporting agencies and charities. If staff are concerned that learners are misusing alcohol or other substances, they must share their concerns with the safeguarding team. Failure to do so could prevent a learner from accessing appropriate support and put them at a greater risk of harm.

15. Conducting Searches

To support our safeguarding practice, it may be necessary to search students if we believe them to be in possession of illegal items or items which may be used to harm themselves or others. These searches will be non-contact and conducted by two members of staff to safeguard the learner and staff. Learners will be asked to empty their bags, show that their pockets are empty and remove their shoes/socks as deemed appropriate by the member of staff conducting the search. Searches should always be supported by a student liaison advisor, HoCSE or a member of the safeguarding team. If learners do not comply with the search, it may be necessary to initiate disciplinary procedures, contact outside agencies such as the police, or ask the learner to leave site so as not to risk harm to themselves or others. The Head of Campus, DDSL or DSL will provide guidance on the next step if a learner is non-compliant with searches or found to be in possession of prohibited items. All prohibited paraphernalia seized during searches should be stored by the safeguarding team who will make arrangements for its safe disposal.

16. Use of physical intervention

Activate Learning recognise that appropriate use of physical intervention can enhance a learner's experience and contribute to a safe learning environment. Physical Intervention can include, handling, use of reasonable force and restrictive physical intervention.

Handling applies to any member of staff who needs to physically make contact with a student to support their additional needs or move them for their own safety or the safety of others. Handling can be both restrictive and non-restrictive. It can include guiding, supporting, and positioning. Staff who are regularly required to

perform handling activities should only do so in line with Activate Learning's People Moving and Handling and Personal Care guidelines.

Reasonable force is the application of appropriate and proportionate force to manage a situation that poses a significant risk to learners and or their environment. 'Reasonable in the circumstances' means using no more force than is needed. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Activate Learning staff are permitted to use reasonable force but should always try to avoid acting in a way that might cause injury.

Activate Learning does not permit the use of Restrictive Physical Intervention or the use of Reasonable force for any learner for whom the following does not apply:

- They are about to commit a criminal offence
- They are at risk of causing personal injury to themselves, others, or damage property
- Engaging in any behaviour prejudicial to maintaining good order and discipline

It is our stance that physical intervention should only be used as a last resort and that a dynamic risk assessment should be completed by staff to determine if physical intervention is reasonable and proportionate to the situation at hand and would be considered justifiable by a wider audience. Activate Learning staff should always try to deescalate a situation verbally prior to using reasonable force or intervention.

Staff who are regularly required to conduct physical intervention as part of their role, such as those working with learners with additional needs must receive specialist training and complete records of any interventions.

Use of physical intervention or force must never be used as a punishment. It is always unlawful to use force as a punishment.

All use of force or physical intervention must be recorded and reported to a Designated Safeguarding Advisor.

17. Compliance with legislation

This policy is compliant with the following legislation and government guidance which have been used as references when producing this policy.

- Keeping Children Safe in Education (KCSiE) 2021
- Equality Act 2010
- Guidance for Safer Working Practice in Education Settings (2020)
- Mandatory reporting of female genital mutilation: procedural information (updated 2020)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (2019)
- Working together to Safeguard Children (2018)
- Information sharing: advice for practitioners providing safeguarding services (2018)
- Mental health and behaviour in schools (2018)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Promoting the education of looked- after children and previously looked- after children: Statutory guidance for local authorities (2018) 7
- Children and Social Work Act 2017
- What to do if you are worried a child is being abused: advice for practitioners (2015)
- Children and Families Act 2014
- The Bichard Report 2006
- The Children Act 2004
- Education Act 2002
- The Care Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Prevent Duty Guidance for Further Education Institutions (2019)
- The Prevent Duty (2015)
- Counter Terrorism and Security Act 2015 Safer recruitment
- Sexual Offences Act 2003

- Disclosure & Barring Service 2013
- Local safeguarding children board advice and guidance
- Article 8 of the European Convention on Human Rights
- Section 91 of the Education and Inspections Act 2006
- DFE Searching, screening and confiscation January 2018.
- Further and Higher Education Act 1992
- DFE Use of reasonable force.
- Government departmental advice: what to do if you are worried a child is being abused; advice for practitioners
- Government departmental advice: Sexual violence and sexual harassment between children in schools and colleges



References

This policy statement should be read in conjunction with the following policy, procedures, and guidance:

- Student Health and Wellbeing Policy
- Student Behaviour for Success Policy
- Health, Safety and Wellbeing Policy
- Criminal Convictions Procedure
- DBS and Safeguarding Procedure
- Allegations Against Staff Procedure
- E-safety Incident Procedure
- Information Sharing Procedure
- Secure Storage Procedure
- Missing Student Procedure
- Personal Risk Assessment Procedure
- Trips and Residential Procedure
- Work Placement Procedure
- Search Procedure
- Touch and Restraint Procedure
- Statement of Activate Learnings Residential Principles and Practices
- Student attendance and absence management procedure
- Fitness to Study and Reside Procedure
- Child on Child Abuse Policy
- Recruitment Policy
- People Moving and Handling and Personal Care Guidelines
- Safeguarding – Reporting a Concern Procedure

Appendix 1 Safeguarding Roles and Responsibilities

All staff have a fundamental role to play in keeping children and vulnerable adults safe. At Activate Learning we will all work together to keep children and vulnerable adults safe by:

- Valuing, listening to and respecting them in line with our core values
- Appointing a nominated Designated Safeguarding Lead, a Deputy Lead, and a Lead Governor.
- Adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff and volunteers.
- Providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all and volunteers know about and follow our policies, procedures, and behaviour codes confidently and competently.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing, and using information professionally and securely, in line with data protection legislation and guidance.
- Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- Providing regular updates on emerging risks to staff so that we can proactively reduce harm to children and adults at risk
- Making sure that children, vulnerable adults and their families know where to go for help if they have a concern using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, vulnerable adults, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately, including working with LADO when required.
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff, and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- Promote equality and diversity to prevent discrimination
- Promote British Values throughout the curriculum
- Ensure that Risk assessments are completed for learners requiring them such as PEEPs and PRAs
- Ensure that intimate care plans and support plans are produced with learners for those requiring additional support
- Raise awareness of safeguarding issues to aid the identification of students at risk of harm so that appropriate action/ referrals can be made.

Contractors and Volunteers

- Contribute to creating a safe learning environment for all.
- Be aware of and follow the organisation's safeguarding policies and procedures; they recognise, respond, and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adult

All staff

- Complete appropriate safeguarding and child protection training.
- Treat disclosures and concerns confidentially sharing information only with those who need to know it
- Receive regular safeguarding and child protection updates.
- Contribute to creating a safe learning environment for all.
- Are aware of and follow the organisation's safeguarding and child protection policies and procedures; they recognise, respond, and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adult.
- Are aware of behavior policies, staff behavior policies, safeguarding response to children who go missing from education and role of the designated safeguarding lead (including the identity of the DSL and any Deputies).
- Read part one of Keeping Children Safe in Education.

Faculty staff

In addition to all staff points:

- Ensure that the learning environment is safe, and that Safeguarding is embedded within teaching practice to educate learners on staying safe, building resilience, and developing critical thinking skills.
- Promote British values and prevent, challenging extreme views and ideologies.
- Ensure that support/care plans, PRAs and Peeps are in place for all learners requiring them
- Attend relevant training for learners who require specialist intervention for their care needs such as intimate care, gastronomy, emergency medication etc.
- Ensure that learners are aware of how to report concerns/ access support

Designated Safeguarding Advisers

- Complete Designated Lead Safeguarding training.
- Respond to Safeguarding concerns within the agreed timescales.
- Conduct assessments to determine the level of risk, raise concerns with the Designated Safeguarding Lead and inform the Local Authority and other partner organisations of any concerns.
- Advise on updates on legislation and Local Authority compliance.
- Report to the Deputy Designated Safeguarding Leads (Student Support Delivery Managers) on any cases which are of concern.

Deputy Designated Safeguarding Leads

- Have a responsibility at an operational level within the organisation, ensuring specialist safeguarding staff are supported and directed in their duties.
- Report any concerns requiring LADO involvement to the relevant LADO and inform the Designated Safeguarding Lead
- Will always be available during college open hours or arrange suitable cover when this is not possible.
- Oversees the provision of resources and training for all staff.
- Has a responsibility at an operational level within the organisation, ensuring specialist safeguarding training is delivered to all staff requiring it.
- Staff are supported and directed in their duties.

Group Designated Safeguarding Lead (Group Director of Student Support)

- Acts in an advisory capacity for the group, keeping members of the group up to date with changes in legislation and best practice.
- Acts as the main contact for outside agencies and the most senior 'go to' person in the organisation, delegating these responsibilities to the DDSL as appropriate.
- Will always be available during college open hours or arrange suitable cover when this is not possible.
- Oversees the provision of resources and training for all staff.

Safeguarding Committee

- Represents Group Leadership Team, Faculty, Human Resources, Information Technology, Student Support, Property and Environment, Activate Apprenticeships, Accommodation, Learning Support and ensures that sound arrangements for Safeguarding are in place across all these service areas.
- Steers developments; monitors and reports on compliance and impact.

Group Executive Safeguarding Lead

- Complete Designated Lead Safeguarding training.
- Has organisational responsibility for ensuring Activate Learning meets its duties under Safeguarding and Prevent.

Safeguarding Governor

- Advises and guides the organisation on Safeguarding and Prevent issues.
- Provides challenge to the Executive team to improve quality of provision.
- Ensures appropriate policies and procedures are in place for action to be taken in a timely manner to safeguard and promote children's welfare.

Appendix 2 – References and Definitions

Vulnerable adult: A vulnerable adult is defined as a person ‘who is or may need community care services by reason of mental or other disability, age, or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation’ (Department of Health, 2000).

Child Protection: The protection of children from violence, exploitation, abuse, and neglect.

Duty of care: This is the duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a student involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with students in any capacity, is considered both legally and morally to owe them a duty of care.

Designated person: A member of staff who has responsibility for receiving and handling safeguarding, and child protection concerns and has been trained to perform the role to an appropriate level.

Early help: Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged.

Safeguarding: Protecting children from maltreatment, 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 and taking action to enable all children to have the best outcomes. Safeguarding is also about being initiative-taking and putting measures in place in advance of any contact with students to ensure that students are going to be kept safe.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities 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 of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in

the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment). protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child on Child abuse: this is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence such as rape, assault by penetration and sexual assault.
- 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.
- up skirting, 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.
- sexting (also known as youth produced sexual imagery).
- and/or initiation/hazing type violence and rituals.

Serious violence: 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 associated with criminal networks or gangs.

Female Genital Mutilation: (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but there is no medical reason for this to be done. It is also known as female circumcision or cutting, and by other terms, such as Sunna, gudniin, halalays, tahur, megrez and khitan, among others.

Mental Health: a person's condition regarding their psychological and emotional well-being.

Appendix 3 –

Residential Out of Hours Safeguarding Procedures

Student makes contact with Duty warden on emergency phone and wants to talk in person – serious issue.

Call another Warden for support

Second warden attends

Second warden not available

- Call student and meet them in their block, bring them to the Accommodation office.
- Sit close to the door if alone and always keep the office door open.
- Write verbatim notes as you go along.

Student in immediate risk of harm

Student not in immediate risk of harm.

Contact the next of kin – if student is over 18 make the student aware you are going to do this.

Contact the Out of Hours Mental Health Helpline 0800 915 4644.

If in doubt seek advice from 111.

Call the police if there has been a serious sexual allegation – call 999 when someone is in immediate danger.

101 can be called to report a crime that has already occurred or where the response needed is not immediate.

- Never leave the student alone, if parents can collect them, stay with them until they are picked up.
- Remember that if you are concerned for someone's safety or welfare if someone has been harmed or at risk and you are unsure what to do **REFER.**

- Contact the next of kin – if student is over 18 make the student aware you are
- If in doubt seek advice from 111
- Student can be left alone and return to their room, let them know that they can call the duty warden phone at any time throughout the night.
- Remember that if you are concerned for someone's safety or welfare if someone has been harmed or at risk and you are unsure what to do **REFER.**

Ensure the warden log is completed and information is passed on to the Accommodation Day staff, including any notes made on the disclosure, day staff will consult with Safeguarding and Welfare and arrange any follow up meetings.

Appendix 4

Out of hours safeguarding referrals

In very rare circumstances out of regular college hours, there may be a disclosure by a learner that they have been a victim of crime or abuse. The numbers below are to assist you to know what to do.

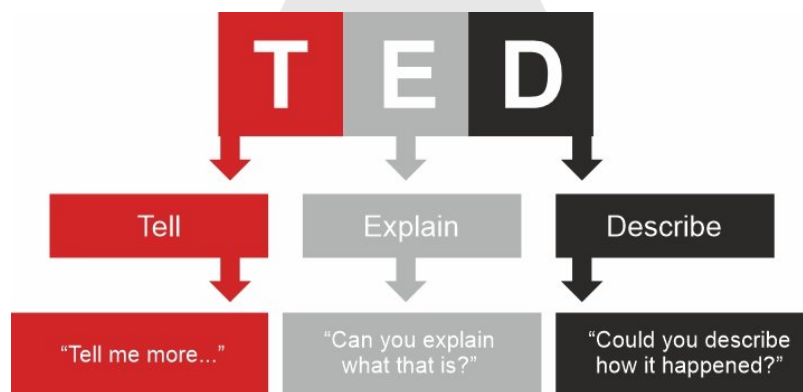
Crime contact numbers:

999 – Referring ongoing crimes or situations where someone is in immediate danger

101 – Can be contacted or learners can contact to report a crime that has already occurred or where the response needed is not immediate

Safeguarding:

Each local authority will operate an ‘out of hours’ service. If anyone under the age of 18 (or 19-25 with an educational health care plan - EHCP) makes a disclosure, it is important to find out more context. It is best practice to ask open questions that facilitate information. Helpful sentence starters are Tell, Explain, and Describe:



Who should you call?

| Local authority | Telephone number |
|----------------------------------------------------|------------------|
| Surrey | 01483 517898 |
| Reading, Windsor and Maidenhead, Wokingham | 01344 786543 |
| Bracknell | 01344 352000 |
| Oxfordshire (including Banbury and Blackbird Leys) | 0800 833408 |
| Hampshire | 0300 555 1373 |

Remember that if you are concerned for someone’s safety or welfare if someone has been harmed or at risk of harm and you are unsure what to do. Refer.

Once you have made an ‘out of hours’ referral, please contact safe@activatelearning.ac.uk to inform the safeguarding team who can support with ongoing advice for learners. You may also need support as disclosures can cause personal distress. The safeguarding team can advise how to access support through college or externally.

Crisis Mental Health Helpline – 24hours 0800 915 46444