



TITLE		VERSION	
Safeguarding – Reporting a Concern Procedure		6.0	
DEPARTMENT	Group Student Support - Safeguarding		
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SAFEGUARDING – REPORTING A CONCERN PROCEDURE

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1. Procedure Statement

At Activate Learning, we are committed to creating a safe, supportive, and inclusive environment for everyone involved in our community — whether on campus, online, or in work placements.

This safeguarding procedure supports our wider Safeguarding and Prevent Policy and outlines how we prevent harm, protect wellbeing, and respond to concerns affecting those who come into contact with Activate Learning through its work, including all students, staff, volunteers, contractors, and visitors.

Anyone (including students, staff, parents/carers, professionals or members of the public) can raise a safeguarding concern about anyone connected to Activate Learning.

2. Responsibilities

This procedure applies to all individuals who come into contact with Activate Learning, including:

- Students enrolled across any Activate Learning provision – including Activate Learning colleges, residential accommodation, Further Education, Higher Education, Apprenticeships, online learning, adult learning, and community-based activities.
- All employees (permanent, temporary, or casual)
- Governors
- Volunteers
- Agency workers and contractors
- Visitors
- Placement and work-based learning partners

Safeguarding responsibilities apply to all ages, roles, and settings.

Everyone has a role in safeguarding. This means:

- Recognising signs of harm, abuse, or risk
- Responding appropriately to concerns
- Recording concerns clearly
- Referring concerns promptly to the Safeguarding Team

Everyone is responsible for safeguarding. If in doubt, refer to Appendix 2 for guidance on safeguarding thresholds or contact the Safeguarding Team for advice.

3. Recognising Safeguarding Concerns

Some students may face barriers to disclosing abuse or harm due to factors such as their age, vulnerability, disability, communication difficulties, or past trauma. Therefore, anyone with concerns about a student's safety or well-being should take immediate action rather than waiting for a verbal disclosure.

Safeguarding is not just about responding to concerns within the home – harm can occur in any context. Students may experience abuse, neglect, or exploitation in various environments, including at home, in college, online, and in the community. In many cases, students may be facing multiple risks simultaneously.

Possible signs of harm or abuse include, but are not limited to:

- **Behavioural changes:** Withdrawal, aggression, isolation, emotional outbursts, or fearfulness.

- **Physical signs:** Unexplained injuries, poor self-care or hygiene, signs of tiredness or hunger, changes in appearance.
- **Emotional indicators:** Low self-esteem, talk of self-harm or suicide, or hopelessness
- **Social concerns:** Inappropriate sexualised behaviour, risk taking behaviour, poor social skills or withdrawal from friends/activities they previously enjoyed.
- **Online concerns:** Increased or secretive online activity, accessing or spreading harmful content online, sharing or possessing harmful content.
- **Other signs:** Absences from education, or possession of unexplained items like multiple phones or money, misuse of drugs or alcohol, possession of weapons, going missing.

It's crucial to remember that these indicators should be considered within context and as part of a pattern of behaviour. A single instance might not be a cause for alarm, but multiple indicators should prompt individuals to have "professional curiosity" and consult with the Safeguarding Team.

4. Responding To a Disclosure

All staff must be ready to respond appropriately if someone discloses harm, abuse, neglect or exploitation. It is not your job to investigate, but to respond appropriately, record, and promptly refer the concern to the Safeguarding Team.

If someone shares a concern or discloses harm, your response can make a big difference:

Do	Don't
Listen carefully and give your full attention	Interrupt, rush them, or become distracted
Use open, neutral body language	React with shock, disgust or judgement
Reassure them they did the right thing in telling somebody	Promise confidentially or make promises you cannot keep
Take accurate notes using their own words	Make assumptions or use your own words to interpret events
Accept what they are saying, take it seriously and convey belief	Investigate yourself or assume it has already been reported
Use a body map if mapping injuries	Take photographs or receive / view child sexual abuse imagery or content

Sometimes it may be appropriate to ask clarifying questions to better understand the context of a disclosure. It is important to use open-ended, non-leading questions:

Appropriate Questions	Inappropriate Questions
Where, when and/or how did this happen?	Did you feel sad when that happened?
Describe what happened or who was there?	Did they hurt you? They aren't very nice, are they?
Can you tell me more about that?	Things haven't been very good at home recently, have they?
Is there anything else you'd like to talk about?	Why didn't you tell anybody before?
Is there anything else I can help with?	Are you sure this is true?

Let the student know you cannot keep it confidential, but that you'll report it to people who can help, and they'll be kept informed and supported throughout.

5. Recording a Concern

To keep all individuals safe, it is important to accurately document any safeguarding concerns and referrals. After a verbal or phone referral, staff should always follow up in writing (email or record of concern form). Staff should not use ProMonitor to record safeguarding concerns due to confidentiality

Recording Top Tips:

- Use Simple Language: Write in plain English. Try to avoid jargon or technical terms that might be confusing.
- Stick to the Facts: Just write down what you saw and heard, not what you think about it. Keep it to the details.
- Write Down Exactly What They Say: Try to use the person's own words as much as possible and do it right after they tell you.
- Tell the Story in Order: Write things down as they happened, step by step. This makes it easy to follow what went on.
- Keep it Private: These records are sensitive, so make sure you keep them safe and only share them with people who are allowed to see them e.g., the Safeguarding Team.
- Act Quickly: When you have a concern, record it and let the Safeguarding Team know straight away.

6. Referring a Concern

If you have a safeguarding concern or are worried about someone's wellbeing, contact the Safeguarding Team straight away:

- Email: safe@activatelearning.ac.uk
- Telephone: 01865 550401
- Online record of concern form [internal staff use only]: [Record of concern](#)
- In Person: Speak to a Designated Safeguarding Adviser (See Appendix 1 for teams by campus) and below for room locations:

Campus	Room number
Banbury & Bicester College	A123
The Leys College	The Zone (In Scott Building)
Bracknell & Wokingham College	G10 & G11 (Behind Reception)
Farnham College	FS 501 (Near Reception)
Guildford College	G4
Merrist Wood College	CYD11a (In the Courtyard)
City of Oxford College	Porta Cabin
Reading College	A118 (In Advice and Admissions Centre)
Online / Offsite Learners	Email safe@activatelearning.ac.uk and a member of the Farnham College Safeguarding Team will contact.

7. Next Steps

The Safeguarding Team may:

- Meet with the referrer or the student to explore the concerns further
- Refer to the police or social care, if needed
- Involve parents/carers (if safe and appropriate)
- Arrange specialist support (e.g., mental health services)
- Offer in-college support (e.g., counselling, wellbeing or coaching)
- Update the student's support plan or create a Safeguarding Personal Risk Assessment (PRA)

Students will be supported throughout the process.

8. Concerns Outside of College Hours

Safeguarding staff are available:

- Monday–Thursday: 08:30–17:00
- Friday: 08:30–16:30

In an emergency outside these hours:

- Emergency services (Police, Ambulance, Fire) – 999
- Non-emergency police – 101
- NHS non-emergency medical help – 111
- Mental health crisis – 999 or 111, and inform their emergency contact where safe to do so
- Mental health support (Samaritans) – 116 123
- Prevent / ACT Early helpline (for concerns about radicalisation) – 0800 011 3764
- For out of hours Social Care referrals –

Local Authority	Contact Number
Surrey	01483 517898
Reading, Windsor and Maidenhead, Wokingham	01344 786543
Bracknell	01344 351999
Oxfordshire (including Banbury and Blackbird Leys)	0800 833408
Hampshire	0300 555 1373
Unsure of which Local Authority to contact?	Use: Find your local council

After any out-of-hours action, notify the Safeguarding Team as soon as possible.

Staff wellbeing matters too. If you've dealt with a distressing situation, speak with your line manager or HR Business Partner for support.

9. Escalating a Concern

All parties should feel able to raise concerns about poor or unsafe practices, or potential failures in Activate Learning's safeguarding arrangements, and can be assured that any concerns raised will be taken seriously and handled appropriately by the Senior Leadership Team.

If you feel a safeguarding concern hasn't been addressed properly, escalate it to a senior member of the Safeguarding Team e.g., Deputy Designated Safeguarding Lead (DDSL) or the Director – Designated Safeguarding Lead (DSL).

If an individual feels unable to raise their concern internally, or believes that their concerns have not been addressed appropriately, they may also contact an external whistleblowing service e.g., the NSPCC (National Society for the Prevention of Cruelty to Children) [Whistleblowing Advice Line](#) (0800 028 0285 / help@nspcc.org.uk)

10. Concerns About Adults in Positions of Trust

If you believe an adult in a position of authority has harmed or poses a risk to a child or adult at risk, you must report this immediately to HR or the DDSL or DSL. They will involve the Local Authority Designated Officer (LADO) for further action, in line with the Allegations Against Staff Procedure.

11. Feedback

If there are questions about the content of this document, how to interpret it or about how this procedure applies to an individual's situation, please contact safe@activatelearning.ac.uk for further advice or clarification.

12. References

This document should be read in conjunction with the following policies:

- Safeguarding and Prevent Policy
- Child-On-Child Abuse, Student Harassment and Sexual Misconduct Procedure
- Allegations Against Staff Procedure
- Death Of Community Member and Postvention Procedure
- Student Criminal Convictions Procedure
- Student Search Procedure
- Students Who Go Missing During the College Day Procedure
- Whistleblowing Policy
- [Student Code of Conduct](#)
- [Student Positive Behaviour Management Policy](#)
- [Student Positive Behaviour Management Procedure](#)

13. Appendices

Appendix 1 - Safeguarding Team Structure (correct as of August 2025)

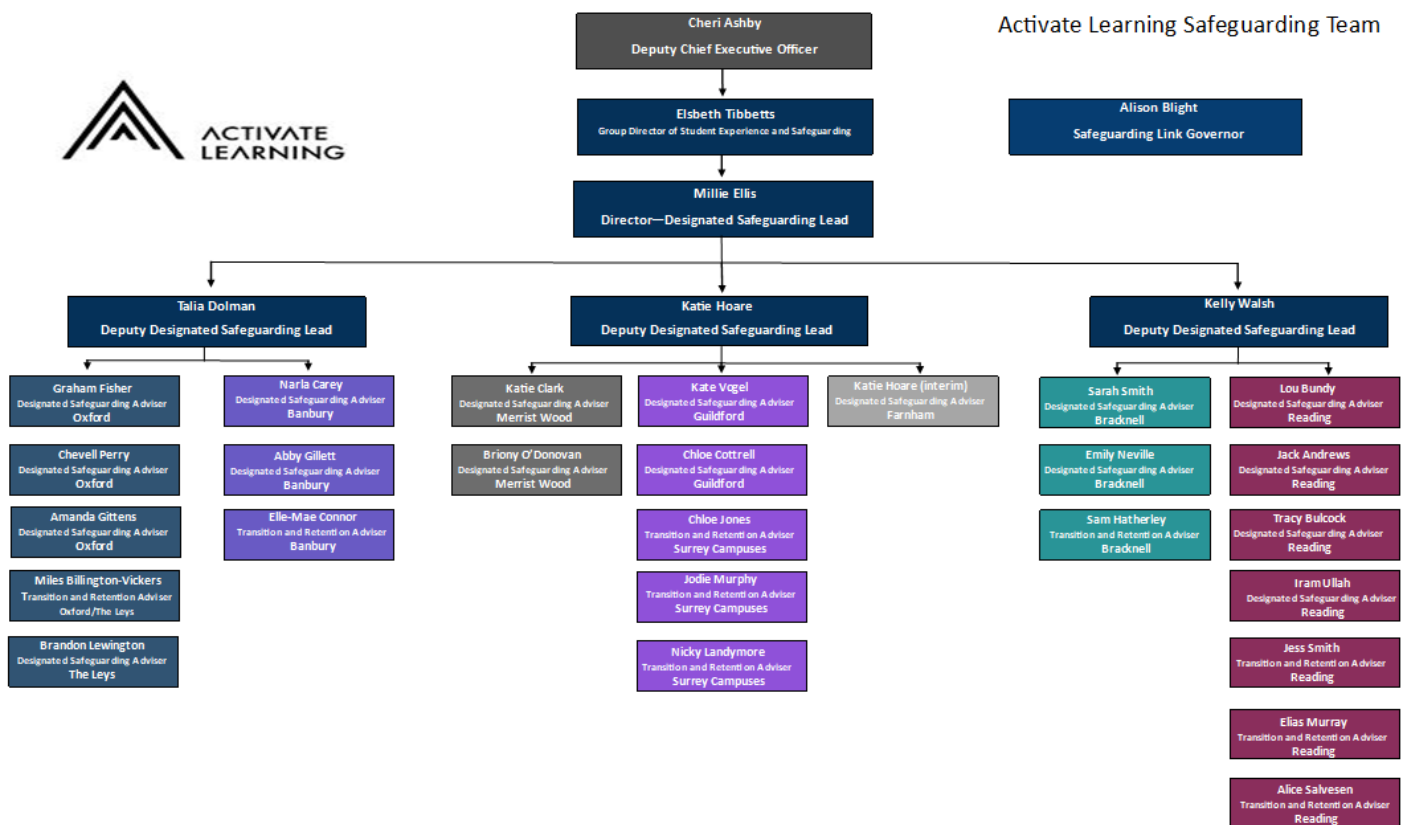
Appendix 2 – Example Safeguarding Concerns

Appendix 3 - Residential Out of Hours Safeguarding Procedure

Appendix 4 – Support Services in the Community

Appendix 1

Safeguarding Team Structure (correct as of August 2025) -



Appendix 2

Example Safeguarding Concerns -

A safeguarding concern is any situation where a student may be experiencing, or is at risk of experiencing, abuse, harm, exploitation, or neglect. Safeguarding refers to the actions we take to protect the wellbeing, safety, and rights of individuals who may be vulnerable. This includes:

- Children and young people under 18.
- Adults at risk – for example, adults who may have care and support needs, and who may be unable to protect themselves from harm or exploitation.

Abuse, neglect, and other safeguarding issues are rarely isolated. They often involve a combination of concerns or overlapping risks. Each situation is managed in a person-centred way, meaning the Safeguarding Team considers the individual's unique needs, wishes, and circumstances before deciding on the best course of action. Decisions are always made on a case-by-case basis.

Although every safeguarding case is different, below are some common examples of concerns that should always be reported to the Safeguarding Team. This list is not exhaustive, therefore, if you

are unsure whether an incident is a safeguarding concern, always seek guidance from the Safeguarding Team:

Safeguarding Concern	Examples
Addiction	Not having control over doing, taking, or using something to the point it may be harmful e.g., gambling, drugs, alcohol, pornography.
AI Generated Abuse	Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, especially computer systems. AI is being used to generate indecent images of children. Child sexual abuse images are illegal in the UK, regardless of how it is produced.
Allegations Against Staff	<p>An allegation that implies a staff member may have:</p> <ul style="list-style-type: none"> • Behaved in a way which has or may have harmed a young person, • Possibly committed a criminal offence related to a child or adult at risk, • Indicates they may be unsuitable to work with children or may pose a risk of harm to children or adults at risk.
Bullying	<p>Individuals or groups seek to harm, intimidate, or coerce someone who is perceived to be vulnerable e.g.,</p> <ul style="list-style-type: none"> • Physical assaults e.g., fights. • Verbal abuse e.g., name calling. • Threats of harm or intimidation. • Racial, sexual, or homophobic bullying. • Making silent, hoax or abusive calls.
Child-On-Child Abuse	<p>Abusive behaviours involving children under the age of 18.</p> <p>May include:</p> <ul style="list-style-type: none"> • Bullying (e.g., cyberbullying, prejudice-based and discriminatory bullying). • Abuse in intimate personal relationships between children. • Physical abuse such as hitting, kicking. • Sexual violence such as rape, assault by penetration and sexual assault. • Sexual harassment such as sexual comments, remarks, jokes. • Causing someone to engage in sexual activity without consent. • Consensual and non-consensual sharing of nude and semi-nude images and/or videos (e.g., sexting or youth produced sexual imagery).

	<ul style="list-style-type: none"> • Upskirting (e.g., taking a picture under a person's clothing without their permission). • Initiation/hazing type violence and rituals.
Concern For Parents / Carers	<p>Concerns for student's family members which is having a detrimental impact on the child:</p> <ul style="list-style-type: none"> • Family member in prison or affected by parental offending. • Parent/carer misusing substances. • Adult mental health issues. • Exposure to domestic abuse.
Criminal Exploitation	The manipulation of individuals, often children, into criminal activities, such as drug trafficking, carrying of weapons, stealing, etc., often by gangs or organised crime groups.
Cyberbullying	<p>Bullying that occurs over digital platforms, including social media, text messages, or online forums. Includes:</p> <ul style="list-style-type: none"> • Sending threatening or abusive text messages • Creating and sharing embarrassing images or videos • 'Trolling' - sending menacing or upsetting messages on social networks • Setting up hate sites or groups about a child • Encouraging young people to self-harm • Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.
Death of a Community Member	The expected, unexpected or sudden death of a student or staff member e.g., due to ill-health, accident, or suspected suicide.
Discriminatory Abuse	Abuse based on protected characteristics such as race, gender, age, disability, religion, or sexual orientation. It includes harassment, slurs, exclusion, unequal treatment, or hate crime.
Domestic Abuse	A pattern of behaviour in relationships where one person exerts power and control over the other, which can be physical, emotional, financial, or sexual. Includes any type of coercive, controlling or threatening behaviour.
Eating Disorders	A range of mental health conditions involving unhealthy thoughts, emotions, and behaviours related to food, eating, body image, or weight. This may include restrictive eating, binge eating, purging, excessive exercise, or other behaviours that can seriously affect physical and emotional wellbeing.

Emotional Abuse	Non-physical harm caused by verbal abuse, manipulation, or neglect that damages an individual's emotional well-being e.g., name calling, humiliation, threats of harms, exposing them to distressing events or information.
Extremism	The vocal or active opposition to fundamental British Values e.g., democracy, law, liberty, mutual respect and tolerance of different faiths and beliefs. Many extreme groups use the internet to groom and recruit others e.g., use gaming platforms to attract people, use memes or forums to share common views and strike up friendships, leak conspiracy theories or spread 'fake news'. Some social media 'influencers' guise extremist views as advice or as someone to look up to and admire.
Fabricated Illness	When a caregiver makes up, exaggerates or causes illness in someone, often a child, to gain attention or sympathy e.g., giving them medicine they do not need.
Family Breakdown	The disintegration of family relationships, often due to conflict, divorce, or separation, affecting children's health, well-being or safety.
Female Genital Mutilation	The illegal and harmful practice of partially or fully removing the external female genitalia, for non-medical reasons - often for cultural or religious reasons. It's also known as female circumcision or cutting.
Financial Abuse	Exploiting someone's financial resources, typically through theft, fraud, or manipulation, often in relationships of trust. May also involve withholding funds.
Financial Poverty	A lack of financial resources that limits an individual's ability to meet basic needs like housing, food, and healthcare.
Forced Marriage	A marriage conducted without the full and free consent of both parties, often under threat or coercion. Any marriage of those under the age of 18 is now a crime.
Grooming	When someone builds a relationship, trust, and emotional connection with a child or vulnerable person to manipulate, exploit, or abuse them.
Harassment	Persistent unwanted behaviour, often involving threats or intimidation, directed at an individual, affecting their well-being e.g., bullying, stalking, cyberstalking, unwanted communication, etc.
Harmful Sexual Behaviour	Developmentally inappropriate sexual behaviour, which may be harmful or abusive e.g., inappropriate touching, using sexual violence or threats of violence, sexual activity with other children or adults.
Hazing / Initiation Abuse	Rituals or challenges imposed on individuals joining a group (e.g., sports team, society, or gang). These can involve humiliation, physical or emotional harm, and coercive behaviour.

Homelessness	A state in which an individual lacks a stable, safe, and permanent place to live e.g., living in unsafe home circumstances, at risk of being “kicked out” of home, sofa-surfing, etc.
Institutional Abuse	Mistreatment, neglect, or exploitation of individuals within a care setting, such as hospitals or residential care homes.
Mental Ill-Health	All people have ‘mental health’, but this can become a safeguarding concern when mental ill-health puts them or others at risk of harm. Examples include: <ul style="list-style-type: none"> • Self-harm. • Suicidal thoughts, plans or attempts. • Historic self-harm or suicidality. • Instances of being hospitalised or sectioned under the Mental Health Act. • Eating disorders such as anorexia or bulimia. • Conditions which have a negative impact on a student’s health or wellbeing e.g., depression, bi-polar, psychosis or schizophrenia. • Bereavement or bereaved by suicide.
Missing	When a student, particularly a vulnerable individual, disappears, causing concern for their safety and well-being. This could be from home, their placement, halls of residence, or from college / work placement.
Modern Slavery	The exploitation of individuals through forced labour, domestic servitude, or human trafficking, often involving coercion or deception.
Neglect	The failure to provide necessary care, assistance, and supervision to a child or vulnerable person, resulting in harm or risk of harm e.g., inadequate food, clothing, shelter, supervision, healthcare, etc.
Online Abuse	Online abuse is any type of abuse that happens on the internet, using technology like computers, tablets, mobile phones, games consoles and other internet-enabled devices. E.g., cyberbullying, harassment, pressure or coercion to send sexual images (“sextortion”), exposure to harmful content, etc.
Physical Abuse	Intentional infliction of bodily harm on another person through acts like hitting, shaking, burning, etc.
Privately Fostered	A child living with someone who is not their parent or a close relative for an extended period, usually more than 28 days, without local authority involvement
Radicalisation	The process by which individuals are groomed or encouraged to adopt extremist views and potentially engage in terrorism or violence.
Self-Neglect	When an individual (over the age of 18) fails to attend to their basic needs, such as personal hygiene, health, or living conditions, to the extent that it endangers their health or well-being.

Serious Violence	Violent behaviour involving young people, often involving weapons or resulting in severe harm. Often linked to gang-affiliation and criminal exploitation.
'Sextortion'	Sexual extortion, known as 'Sextortion', is a form of blackmail where someone threatens to share sexually explicit images or videos to extort money or force someone to do something against their will. It is a type of online abuse, and when perpetrated towards a child, is a form of child sexual abuse.
Sexual Abuse	Non-consensual sexual activity, including forcing or manipulating someone into unwanted sexual acts e.g., rape, sexual assault. Can be online or in person. This could include abuse that took place when the student is now an adult but was a child at the time of the abuse e.g., 'non-recent' abuse or historical incidents of sexual abuse.
Sexual Assault	A student over 18 has been the victim or perpetrator of a sexual assault such as rape, assault by penetration, sexual touching, forced to kiss someone – without consent.
Sexual Exploitation	Young people under 18, are coerced or groomed into exploitative situations and relationships. May be given things such as gifts, money, drugs, alcohol, status, or affection in exchange for taking part in sexual activities.
Sexual Harassment	Sexual harassment is unwanted sexual behaviour that makes someone feel upset, scared, offended, or humiliated. E.g., sexual comments or gestures, someone exposing themselves, staring or leering at someone.
So-Called "Honour"-Based Abuse	Abuse committed to protect or defend the so-called "honour" of a family or community, often involving violence or coercion e.g., female genital mutilation, forced marriage, physical abuse, etc.
Spiritual / Ritual Abuse	Abuse linked to religious or spiritual belief, including exorcism or witchcraft-related abuse. May involve fear, coercion, physical or psychological harm.
Stalking	Persistent and unwanted attention from an individual that causes fear or distress, often involving following or monitoring the victim. E.g., following someone, going to their home uninvited, monitoring their whereabouts or monitoring forms of communication.
Substance Misuse	The harmful or excessive use of drugs or alcohol, which negatively affects health and well-being. Can also include misusing someone else's prescribed medication e.g., mental health medication.
Trafficking	The illegal movement of people, often for the purposes of exploitation, such as forced labour, forced marriage, benefit fraud, or criminal and/or sexual exploitation.

Youth Produced Sexual Imagery	The sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be consensual or non-consensual. Such imagery involving anyone under the age of 18 is unlawful. Adults sharing nudes or semi-nudes of under 18-year-olds is a form of child sexual abuse and is a criminal offence.
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For concerns that do not meet the threshold for ‘harm’ (as described above), there is a wealth of holistic and pastoral support available for learners at Activate Learning.

Below are some examples of who else may be able to support learners with pastoral, wellbeing or behaviour concerns. For students in halls of residence, the Accommodation Teams are also available to support with these concerns.

Nature of concern	Who to contact	Next steps
Behavioural incidents on site e.g., physical fight, verbal threats, malicious fire alarm, vandalism, theft.	Behaviour and Welfare Officer Duty Manager	<ul style="list-style-type: none"> Behaviour and Welfare Officer investigates, takes statements, and takes immediate action. Faculty/Duty Manager to decide if student should be suspended. Contact parent/carer if student is under 18, or under 25 with an EHCP. Faculty to initiate Student Positive Behaviour Management Procedure. Safeguarding Team/Behaviour and Welfare Officer to notify Police/Social Care if required.
Emotional wellbeing concerns e.g., anxiety, low mood, sleep issues, isolation, academic stress, bereavement.	Tutor Progress Coach Counsellor Wellbeing Adviser	<ul style="list-style-type: none"> Tutor provides support, signposts, or refers to internal services (e.g., Progress Coach, Wellbeing Adviser, Counsellor) with student’s consent. Contact parent/carer if student is under 18, or under 25 with EHCP. Safeguarding Team to be contacted if there is a concern about the student’s safety or welfare.

Student disengagement or ongoing absence without contact.	Tutor Faculty Co-Ordinator / Welfare Co-Ordinator (Lifeskills Faculty)	<ul style="list-style-type: none"> • Tutor/Faculty to contact student/emergency contact on the same day. • After prolonged absence, arrange a Cause for Concern meeting with student. • Contact parent/carer if under 18 or under 25 with EHCP. • Refer to Retention Panel as appropriate.
Student absent and emergency contact unaware of whereabouts, and student is vulnerable or unsafe.	Safeguarding Team (immediately)	<ul style="list-style-type: none"> • Faculty to follow Students Who Go Missing During the Day Procedure. • If the student's location or safety cannot be confirmed, Safeguarding Team will report to Police.
Student discloses criminal charges or involvement with the police.	Behaviour and Welfare Officer Safeguarding Team	<ul style="list-style-type: none"> • Behaviour and Welfare Officer to meet with student and complete Criminal Convictions Disclosure Form. • Safeguarding Team to assess risk and liaise with Police, Social Care, or other agencies as needed. • Safeguarding Team to complete a Safeguarding Personal Risk Assessment.
Concern about a student being at risk of or experiencing harm, abuse, exploitation, or neglect	Safeguarding Team (immediately)	<ul style="list-style-type: none"> • Safeguarding Team to contact the student. • Make appropriate referrals to Police, Social Care, or other relevant agencies. • Complete a Risk Assessment where needed.
Student is struggling to engage with their course due to physical or mental health difficulties.	Tutor Faculty Safeguarding Team Learning Support	<ul style="list-style-type: none"> • Faculty to arrange a Fitness to Study meeting with the student. • Follow Fitness to Study/Reside Procedure. • Contact parent/carer if under 18 or under 25 with EHCP. • Safeguarding Team or Learning Support to refer to additional support if needed.
Student presents in mental health crisis (e.g.,	All staff are responsible for	<ul style="list-style-type: none"> • Ensure the student is physically safe immediately.

<p>suicidal ideation, self-harm)</p>	<p>ensuring the student is physically safe before seeking further support.</p> <p>Once student is safe, Safeguarding Team (immediately).</p>	<ul style="list-style-type: none"> • Once safe, contact Safeguarding Team. Safeguarding Team will assess risk and coordinate with external services.
<p>Student becomes a young parent, young carer, or is in or leaving Local Authority care.</p>	<p>Transition and Retention Advisor</p>	<ul style="list-style-type: none"> • Adviser to liaise with the student, Social Care, and relevant agencies. • Offer ongoing support and ensure appropriate funding and support plans are in place.
<p>Student discloses they have a Social Worker or are on a Child in Need/Child Protection Plan</p>	<p>Safeguarding Team</p>	<ul style="list-style-type: none"> • Safeguarding Team to contact the Social Worker and ensure college representation at meetings. • Maintain communication and review support needs regularly.
<p>Student expresses extremist views or shows signs of radicalisation.</p>	<p>Tutor Faculty Safeguarding Team</p>	<ul style="list-style-type: none"> • Tutor/Faculty to sensitively explore student's views if appropriate. • Refer to Safeguarding Team immediately. Safeguarding Team to assess risk and, if necessary, refer to Prevent/Channel/Police. • Contact parent/carer if under 18 or under 25 with EHCP. • Complete a Safeguarding Personal Risk Assessment.
<p>Student suspected to be in possession of weapons, drugs, or appears intoxicated on site</p>	<p>Behaviour and Welfare Officer Duty Manager Safeguarding Team</p>	<ul style="list-style-type: none"> • Notify Behaviour and Welfare Officer immediately. • Authorised staff to follow Student Search Procedure. Confiscate and safely store items. Arrange for the student to go home safely. • Contact parent/carer if under 18 or under 25 with EHCP. • Faculty initiate Student Positive Behaviour Management Procedure.

		<ul style="list-style-type: none"> • Behaviour and Welfare Officer refer to Police, if required. • Safeguarding Team to refer to Social Care, if required.
Student discloses being a victim of bullying, harassment, or discrimination	Tutor Faculty Behaviour and Welfare Officer	<ul style="list-style-type: none"> • Staff to listen, offer reassurance. • Faculty to initiate Student Positive Behaviour Management Procedure in relation to perpetrators. • Behaviour and Welfare Officer to assess impact and risk, and refer to relevant support, if needed.
Student struggling due to housing, financial issues, or family pressure	Tutor Faculty	<ul style="list-style-type: none"> • Offer support through bursary application or referral to external support. • Safeguarding Team to be notified if safeguarding risks are identified e.g., neglect.

Appendix 3

Residential Out-of-Hours Safeguarding Procedures –

This guide outlines the additional steps residential wardens must follow when a safeguarding or welfare concern arises outside of standard working hours.

1. Identifying a Concern

Safeguarding or welfare concerns may come to your attention in a number of ways, including:

- Direct disclosure from a student
- Concerns raised by other students or staff
- Concerns raised by a 3rd party e.g., parent/carer, visitor, member of the public, professional
- Observations of unsafe or concerning behaviour

2. Prioritise Immediate Safety

- If the student is in immediate danger or requires urgent medical attention, call 999.
- Stay with the student until emergency services arrive, ensuring their safety.

3. Notify the Second (Back-Up) Warden

- Contact the on-call second warden as soon as possible for support.
- If the situation is not urgent, wait for the second warden to arrive before engaging further.

4. Safe Engagement with the Student

- If safe to do so, contact or visit the student(s) and ask them to come to the Accommodation Office or another safe space.
- If they are unable or unwilling to leave their room, you will need to go to them:
 - Do not enter their room alone unless they are in immediate danger.
 - Always knock, announce yourself, and ensure you are accompanied by another staff member.
 - If you are alone, stand at the doorway so that you can be seen by others.

5. Respond to the Concern or Disclosure

- Speak to the student calmly and with care.
- Use the guidance in the “Responding to a Disclosure” section.
- Reassure them and never promise confidentiality – explain you may need to share information to keep them or others safe.

6. Act Depending on Risk Level

If the student or others are at immediate risk (e.g., suicidal ideation, self-harm, assault):

- Stay with the student(s) and ensure they are not left alone.
- Agree a safety plan, such as:
 - Contacting emergency contact / next of kin (NB: You may share information without consent if there is a serious safeguarding risk – this is permitted under data protection).
 - Asking parent/carer to collect the student(s).
 - Keeping victim(s) and perpetrator(s) separated.
 - Implementing a revised curfew.
 - Increasing staff supervision or checks.
 - Contacting 111 for urgent health advice if needed.
 - Referring them to a support service or helpline.
 - Escorting them to A&E.
 - Emergency services attendance (if required).

If the student is not at immediate risk:

- Make them aware of the support available, including the Duty Warden phone they can call any time.
- Offer use of a quiet space or communal area where available if the student needs time away from others.
- Offer to contact parent/carer and arrange to go home if requested.
- Check in periodically, if the student is vulnerable but not at immediate risk. You may not need to check in during the silent hours but you should check in the following morning.
- Let them know someone will follow up the next day.
- Offer emotional support and help them settle for the night (e.g., wellbeing resources, hot drink, supportive conversation).
- Signpost to appropriate community resources (e.g., in Appendix 4).
- Reassure them that they have been heard and are not alone.
- Escalate to emergency services if the situation deteriorates.

8. Record and Report

- Complete the Warden Log with key details (date, time, nature of concern, action taken).
- Submit a Safeguarding Record of Concern Form as soon as possible.
- Follow the “Recording” guidance to ensure accurate, factual reporting.
- Contact the Accommodation Manager as soon as practicable. They will liaise with the Safeguarding Team and others to arrange any necessary follow-up.

Appendix 4:

Support Services in the Community

- [ACT Early](#) – Preventing Radicalisation and Extremism
- [Alice Ruggles Trust](#) - Raising awareness of stalking and coercive control.
- [Ann Craft Trust \(ACT\)](#) - National expert on safeguarding adults and young people at risk.
- [Become](#) – Support and resources for care experienced people
- [Brook](#) – Sexual health and wellbeing support for young people.
- [CALM – Campaign Against Living Miserably](#) - Mental health support for men.
- [Carers Trust](#) – Support and resources for carers
- [Childline](#) - 24/7 help for children and young people.
- [Childnet](#) – Online safety advice for young people
- [Galop](#) - Support for LGBTQ+ people facing abuse or hate.
- [Internet Watch Foundation \(IWF\)](#) - Report and remove child sexual abuse content online.
- [Karma Nirvana](#) -Supporting victims of honour-based abuse and forced marriage.
- [LGBT Foundation](#) - Mental and sexual health services for LGBTQ+ people.
- [Lucy Faithfull Foundation](#) - Preventing child sexual abuse.
- [Mankind Initiative](#) - Support for male survivors of domestic/sexual abuse.
- [Men's Advice Line](#) - Support for male domestic abuse survivors.
- [National Association for People Abused in Childhood](#) - Support for adult survivors of childhood abuse.
- [National Domestic Abuse Helpline](#) - 24/7 support and advice.
- [National LGBT+ Domestic Abuse Helpline](#)
- [NSPCC](#) - Child protection and safeguarding services.
- [Papyrus](#) – Prevention of young suicide and HOPELINE 24/7
- [Rape Crisis Federation](#) - Supporting Rape Crisis centres across the UK.
- [Refuge](#) - National Domestic Abuse Helpline.
- [Respect](#) - Men's Advice Line
- [Respect UK](#) - Help for those wanting to change abusive behaviours.
- [Respond](#) - Services for victims abuse with learning disabilities.
- [Revenge Porn Helpline](#) - Support for image-based abuse, deepfakes, and sextortion.
- [Safeline](#) - Support for survivors of sexual abuse.
- [Samaritans](#) - 24/7 support for anyone struggling.
- [Shelter](#) - Advice for people facing homelessness or unsafe housing.
- [Shore Space](#) - A safe space for teenagers worried about sexual thoughts or behaviour
- [Shout](#) – Free 24/7 text service for anyone in crisis
- [Southall Black Sisters](#) - Support for Black and minoritised women facing violence and abuse.
- [Stop Hate UK](#) - Confidential support and reporting for hate crime victims.

- [Stop It Now!](#) - For those concerned about sexual thoughts/behaviours.
- [SurvivorsUK](#) - Support for male, trans, and non-binary survivors of sexual abuse.
- [Suzy Lamplugh Trust](#) - Personal safety and stalking awareness.
- [Switchboard](#) - LGBTQ+ helpline run by volunteers.
- [The Mix](#) - Free support for under-25s on any issue.
- [The Survivors Trust](#) - Directory of 120+ support services.
- [Victim Support](#) - Emotional and practical support for crime victims.
- [White Ribbon UK](#) - Campaign to end male violence against women.
- [Women's Aid](#) - National charity offering support for women experiencing domestic abuse.
- [Young Minds](#) - Mental health support for young people and families.

