

Safeguarding and Prevent Policy

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SAFEGUARDING POLICY

1. Scope and Purpose

Stanmore College is committed to prioritising and promoting safeguarding and to protecting children, young people and vulnerable adults from harm.

The term 'safeguarding children and young people' embraces both child protection and a preventative approach to keeping young people safe (reference to children means those under the age of 18). Therefore safeguarding encompasses student health and safety, preventing and dealing with abuse, bullying, meeting the medical needs of those with medical conditions, providing first aid, security (including e-safety), safeguarding from drugs, substance and alcohol abuse.

'Safeguarding and promoting the welfare of children' is defined as:

- Protection from abuse and neglect
- Ensuring safety and care
- Ensuring optimum life chances
- Promotion of health and development
- Having due regard to the prevention of young people becoming radicalised or drawn into extremist activity

Stanmore College has clearly defined responsibilities under the Children and Families Act 2014 and Keeping Children Safe in Education – Statutory Guidance September 2020 for students aged under 18. The College extends these responsibilities, within the scope of this policy, to students with learning difficulties, irrespective of age, if they are vulnerable to abuse as a result of their learning difficulty. The policy also applies to people enrolled as students of Stanmore College or for whom the College has accepted a responsibility for care.

This policy applies to all groups regardless of age, disability, gender, marital status, parental responsibilities, sexuality, race, religion and gender re-alignment and it is the duty of all staff, governors, students, visitors and contractors to follow it. The policy applies regardless of site of study. Safeguarding concerns should be reported direct to the safeguarding team via the link on the intranet or to safeguarding@stanmore.ac.uk. There is a key link with each subcontracting partner who may carry out actions in their provision.

1.1. Key Principles

The following principles underpin all of our work with young people and vulnerable adults. Our approach will:

- set out the framework to support staff in knowing what to do with regards to safeguarding children, vulnerable adults and any students in order to promote their welfare and safety at college and at off-site provision.
- be measured by its effectiveness
- be learner-centred

- actively involve students and their families
- support the achievement of best possible outcomes for students
- be holistic in approach
- ensure equality of opportunity
- be multi/ inter-agency in approach
- be a continuing process rather than an event
- identify and provide the service required and to monitor the impact of provision on a student's progress
- raise awareness of staff to safeguard all students and ensure they are well trained to recognise the signs, symptoms and effects of abuse and have the confidence and knowledge to follow the procedures to make a referral to the Designated Safeguarding Lead at the college and at off-site provision if a concern is raised.

1.2. Helping Students to keep themselves safe

Students will be advised about college procedures in relation to safeguarding as part of their induction into the college, via the VLE, via the college tutorial curriculum and by periodic targeted poster campaigns. The college will provide students with reminders about who to contact should they have a safeguarding concern.

Students will be advised about health and safety procedures to ensure that they know how to stay safe within the college environment; whilst undertaking practical activities and when on placement.

Students will be provided with guidelines about keeping themselves safe on- line as part of their induction into using the college's IT network.

Students attend and participate in activities designed to raise awareness of issues and concerns which may impact on the ability of the learner to keep themselves safe as part of the group tutorial provision and enrichment. These include e-safety, sexual health, harassment and exploitation, drugs and alcohol awareness, domestic violence, crime, anti-bullying, equality and diversity, emotional resilience, healthy relationships, gang activity prevention, health & well-being and the dangers of being drawn into extremism or radicalisation. These activities are aimed at different levels and abilities to enable all students to participate.

Stanmore College works in partnership with other services and agencies involved in safeguarding students and notifying Children's Social Care or Adults at Risk Team as soon as there are significant concerns about a student.

1.3. Promoting the Welfare of Children, Young People and Adults at risk

An "adult at risk" is any person over the age of 18 years, "who is or maybe in need of Community care services by reason of mental or other disability, age or illness; and who is or maybe unable to take care of him or herself, or unable to protect him or herself against Significant harm or exploitation because of mental or other disability, age or illness"

The Care Act 2014 provides the legal framework for the safeguarding of Adults needs. Most of the principles and procedures that apply are the same as those for safeguarding young people and are therefore covered by the content of this policy.

We recognise that because of the day to day contact with young people, staff are well placed to observe the outward signs of abuse. Stanmore College will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to
- Ensure that young people and vulnerable adults know that there are adults in the College whom they could approach if they are worried
- Include opportunities in the curriculum (tutorial) for young people/ vulnerable adults to develop the skills they need to recognise and stay safe from abuse.

1.4. Definitions of Abuse and Neglect

Abuse is a form of maltreatment. A student may be abused or neglected by having harm inflicted upon them or by a person failing to act to prevent harm. Students may indirectly or directly witness, or be subject to such forms of abuse.

The College recognises the following definitions with regard to abuse, neglect and harm:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly or be the result of failure to prevent injury occurring. It can also occur when a parent or carer fabricates the symptoms of ill health or deliberately causes ill health to the child, young person or vulnerable adult who they are looking after.

Emotional abuse is persistent emotional ill-treatment such as to cause severe and persistent adverse effects on emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving a 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 developmental inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity as well as over protection and limitation of exploration and learning, or preventing the child 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 a child, a young person, or vulnerable adult being allowed, forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts. They may involve non-contact activities such as involving children in looking at or in the production of pornographic material, viewing sexual images, watching sexual activities or encouraging children to behave in a sexually inappropriate way or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children, including peer on peer abuse.

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the

financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology. Staff must be vigilant to any signs or concerns that a student may be sexually exploited and report concerns as a matter of urgency.

Sexual Harassment unwanted behaviour of a sexual nature which: violates a person's dignity, make the person feel intimidated, degraded or humiliated, creates a hostile or offensive environment. Involves comments, gestures, actions, or attention that is intended to hurt, offend. With sexual harassment, the focus is on things like a person's appearance, body parts, sexual orientation, or sexual activity, social networks like Facebook or sending explicit text messages/on-line.

Sexual harassment doesn't just happen to females. Males can harass females, but females can harass males. Sexual harassment isn't limited to people the same age, either. Adults sometimes sexually harass young people. Most of the time, when sexual harassment happens to young people, its being done by people in the same age group.

Where situations of Sexual Harassment occur, students are encouraged to find someone to speak to and staff must report these concerns immediately to the Safeguarding Lead. Students are also encouraged to speak to their teacher to raise their concern as a safeguarding alert, as this will be classed as bullying and taken seriously. A record of events, with dates and a short description, any offensive pictures, videos, texts, or IMs as evidence for any further action should be placed securely or given to the police. If staff hear, see something or students are bystanders it is important to stop and challenge bullying and sexual harassment by taking immediate action. Counselling and guidance can be provided to students who need to talk about their feelings and experiences in a safe environment where they will not be judged.

Neglect is defined as the persistent or severe failure to meet basic physical or psychological needs. Neglect is likely to result in a physical impairment of the individual's health or impairment. It may involve a failure to provide adequate food, clothing or shelter and failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. A child going missing from education (failing to attend with no reason given) is also a potential indicator of neglect or abuse especially on repeat occasions.

Where specific safeguarding issues arise, expert and professional organisations will be contacted to provide up to date guidance and practical support. These will include relevant local social care, the Harrow Strategic Safeguarding Partnership, the Police, substance abuse support agencies, mental health and wellbeing support agencies and housing charities.

These specific issues could relate to:

- Child sexual exploitation
- Sexual violence, harassment/ upskirting
- Bullying, including cyberbullying
- Homelessness and vulnerable housing issues
- Domestic violence
- Drug and Alcohol related issues
- Honour-based crime including Forced Marriage
- Female genital mutilation
- Gangs and youth violence
- Gender-based violence/ violence against women and girls (VAWG)
- Mental health

- Private fostering
- Extremism and radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Psychological Abuse, such as threats or harm or abandonment, humiliation, blaming or controlling behaviour, verbal insults, enforced isolation, intimidation and coercion.

Discriminatory Abuse, this includes any sort of abuse based on a vulnerable adults or child's race, gender or impairment such as their mental health or physical health.

Part A of the statutory guidance on Keeping Children Safe in Education gives more detail about each of these types of abuse and also specific safeguarding issues such as Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Forced Marriage and Sexting.

A mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. The FGM duty came into force on 31 October 2015.

Appendix 2 gives Further Information on Safeguarding Children in Specific Circumstances

Peer on peer abuse

Safeguarding issues may not only arise from an adult causing a risk to harm to a young person. We recognise that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

1.5 Learner Behaviour and Equality of Opportunity

Stanmore College recognises that young people/ vulnerable adults who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless and humiliated and they may experience some sense of responsibility or blame. College may be the only stable, secure and predictable element in the lives of young people at risk. When at college their behaviour may be

challenging and defiant or they may be withdrawn. Therefore the college will endeavour to support the young person by ensuring that:

- The college ethos promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The college expectations of student behaviour are aimed at supporting vulnerable students in the college. The college will ensure that students know that certain behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred towards them.
- The college liaises with other agencies that support the learner such as Harrow and Social Care, the Harrow Strategic Safeguarding Partnership, the Police, substance abuse support agencies, mental well-being support agencies and housing charities. The college also liaises with similar services in Barnet, Brent, Hillingdon, Ealing & Hammersmith, Hertfordshire, dependent on the address of the learner.
- Statutory policies that are relevant to safeguarding and prevent duties and promoting the welfare of young people are implemented and reviewed.

2. Process/Procedure

2.1 Framework

This policy has been developed in accordance with the principles established within the statutory guidance 'Keeping children safe in education' September 2018, HSCB (Harrow Safeguarding Children Team) procedures and the requirements of the Prevent statutory duty.

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) merged in Dec 2012 to become the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks. The College will operate within the guidelines of the Code of Practice and explanatory Guide for Registered Persons and other recipients of Disclosure Information, issued by the Disclosure & Barring Service. The Disclosure and Barring Service (DBS) requires employers to complete the DBS application for all employees who regularly come into contact with children and vulnerable adults and Stanmore College maintains an up-to-date register of contractors working on campus. Reviewed as requested by HR Policies.

The College recognises that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the learner's welfare is our paramount concern. DBS checks for existing staff will be renewed on a 3- 5 year basis.

All staff have a role in providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual learner. To this end, safeguarding is considered to be "everybody's responsibility".

2.2 The aims of this Policy are:

- To support the development of all students in ways that will foster security, confidence and independence.
- To provide an environment where students feel safe, secure, valued, respected, and feel confident, knowing how to approach staff within the college if they are in difficulties, believing they will be effectively listened to.

- To raise the awareness of all teaching and support staff of the need to safeguard young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring young persons and vulnerable adults known or thought to be at risk of harm, and to ensure we, the College, contribute to assessments of need and support packages for them.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the college that will be followed by all members of the college community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Local Authority, the Local Safeguarding Children Team, the Youth Offending Team, the Police and Social Care.
- To ensure that all staff working within our college who have substantial access to children and vulnerable adults have been checked as to their suitability, including verification of their identity, qualifications, and a robust vetting policy aligned to the DBS process and a single central record of checks is maintained.

3. Implementation

The College will follow the guidelines set out by DfE and the Harrow Strategic Safeguarding Partnership. In particular, the College will:

- Have a named person as the Designated Safeguarding Officer (DSO), that person being the Vice Principal Curriculum and Quality.
- Have a named DDSO, that person being the Pastoral Support Manager
- Ensure that all staff are aware of their individual responsibility for the protection of children and vulnerable adults in their care and that they are aware of the name and the role of the DSO.
- Arrange basic training for all staff in child abuse awareness that will include what to do if they are worried about a child or vulnerable adult and how to respond to a child or vulnerable adult who tells them about abuse.
- Establish an effective, accurate record-keeping system to monitor all students about whom concerns have been expressed, whether or not these concerns lead to a child protection referral. These records will be held electronically, with access limited to the safeguarding team. The data collection will comply with GDPR legislation.
- Ensure that clearance is received from the Disclosure and Barring Service (DBS) service for all staff who may, in the course of their work, be alone with a learner.
- Develop effective links with other agencies and will contribute to inter-agency enquiries, child protection conferences, common assessments framework meetings and other related groups as appropriate.
- Publish the College's responsibilities for safeguarding and the protection of children and vulnerable adults in student handbooks, college website and information to staff and parent/carers.

- Fulfil any special responsibilities or task required in the care of children on the child protection register.
- Ensure all members of staff are provided with safeguarding and child protection awareness at induction.
- Ensure all members of staff and governors are provided with regular refresher training
- Ensure that child protection type concerns or allegations against adults working in College are referred to the Local Authority Designated Officer (LADO) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service for consideration for barring, following resignation, dismissal, or when we cease to use their service in the case of a volunteer.

The DSO & DDSO will be trained and supported in the task of overseeing all child protection matters within the College. All members of the Safeguarding team will undertake update training every two years to Level 3 standards. The Director of HR and the HR team will undertake specific training with regard to their responsibilities for staff record keeping and recruitment.

The designated safeguarding lead is expected to work with local partners to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

The College undertakes to adhere to the requirements of the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) who make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

4. Confidentiality and information sharing

In all dealings with students who are disclosing matters that may require action or intervention, staff are made aware that we do not promise to keep information confidential between the staff member and the student – students are made aware that information shared with the members of staff will be acted upon and shared with other agencies at need.

Members of the Safeguarding Team who have access to confidential or restricted information will disclose information about a learner to other members of staff on a 'need to know' basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults.

All staff must be aware that they cannot promise a young person to keep secrets which might compromise the young person's safety or wellbeing or that of others who may be at risk.

We will always undertake to share our intention to refer a young person to Social Care with their parent/ carers unless to do so could put the young person at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with one of the ESCB team.

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.

5. Supporting Staff

We recognise that staff working in the College who have become involved with a young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSO & DDSO, HR Manager and/ or their immediate line manager, and to seek further support as appropriate.

Members of the Tier 1 Safeguarding Team will have regular monthly access to supervision sessions with a trained professional.

6. Roles and Responsibilities

The Governing Body of Stanmore College recognises that under section 175 (section 157 for the Independent sector) of the Education Act 2002, it has a statutory duty to make arrangements to ensure all its functions are discharged with regard to safeguarding and promoting the welfare of young people.

The Governing Body recognises that the Local Authority and the Local Safeguarding Children Team has a statutory responsibility to monitor schools'/ FE Colleges' compliance with the statutory guidance.

6.1. Role of Governing Body

To ensure compliance with our legal duties, the Governing Body has nominated a Designated Governor for Safeguarding & Child & Vulnerable Adult Protection who:

- works with the DSO to ensure that fellow governors have a clear understanding of their duties with regard to safeguarding
- liaises with the DSO and the Principal

The Governing Body executes its duty to ensure that the policies, procedure and training at Stanmore College are effective and comply with the law at all times by:

- Delegating operational responsibility to the Principal for the purpose of safeguarding and promoting the welfare of children receiving education or training at Stanmore College
- Giving scrutiny to regular reports provided by the Designated Safeguarding Officer: this annual report provides an update on the College Safeguarding action plan and details numbers and types of incidents and concerns which have arisen, along with updates from the counselling service, health & safety and HR (recruitment and staff training)
- Remedying any deficiencies or weaknesses in safeguarding arrangements without delay
- Ensuring that Stanmore College has a safeguarding policy and procedures which are updated annually and satisfy statutory requirements as outlined in 'Keeping Children Safe in Education'
- Ensuring that Stanmore College has a staff code of conduct which provides staff/

volunteers with clear guidelines about expected behaviour and handling of allegations made against staff/volunteers and that complies with Harrow Strategic Safeguarding Partnership procedures. The code of conduct should balance the need to protect children whilst protecting staff/ volunteers from false/ unfounded accusations

- Ensuring that a Designated Safeguarding Officer is appointed to lead on safeguarding, to advise/support staff and to liaise with the LA and other agencies. He/she will have status/authority to carry out the role e.g. commit resources to safeguarding and direct staff as appropriate
- Undertaking regular Governor safeguarding training
- In addition, the Chair of Governors is nominated to be responsible for liaising with partner agencies, as appropriate, in the event of the allegation of abuse being made against the Principal

6.2. The Role of the Principal

The Principal will ensure, through the Senior Leadership Team and the Safeguarding Team, that:

- Policies and procedures are fully implemented and followed by all staff
- Sufficient resources and time are allocated so that the DSO & DDSO and staff can attend strategy discussions, inter-agency meetings, contribute to assessments etc.
- Staff/volunteers feel able to raise concerns about poor/unsafe practices by addressing these sensitively and effectively in a timely manner in accordance with whistle blowing policies
- Policy/procedures are available to parents/carers on request
- Safer recruitment is adhered to and checks on new staff and volunteers carried out
- Cases are reported to the Disclosure and Barring Service (DBS) if a person ceases to work in an education setting and there are grounds for believing he/she may be unsuitable to work with children, or may have committed misconduct

6.3. Role of Vice Principal Curriculum and Quality

The Vice Principal Curriculum and Quality will:

- Chair the College Strategic Safeguarding Group
- Oversee and review the Stanmore College Safeguarding Policy and Procedures including linked policies
- Raise awareness of developments in Safeguarding good practice and regularly update staff on emerging local and national issues
- Ensure the quality assurance of provision of safeguarding information, advice and guidance
- Ensure compliance with national standards and Harrow Strategic Safeguarding Partnership guidance through annual audits
- Monitor the staff training record alongside the HR Dept
- Develop initiatives which maintain the highest profile for Safeguarding in the work of the College and its partners

- Refer, or ensure that a member of the team refers, cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the College when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with managers to inform of any issues/ ongoing investigations, and ensure there is always cover for the role.
- Arrange training in how to recognise signs of abuse, and when it is appropriate to make a referral
- Use working knowledge in how Local Safeguarding Children Team's (LSCB) work, the conduct of case conferences, and be able to attend and contribute to these when necessary.
- Ensure all staff have access to and understand the College Safeguarding Policy.
- Ensure all staff have induction training and are able to recognise and report any concern as they arise
- Ensure that detailed, accurate and secure electronic records of referrals/concerns are kept
- Have access to resources and attend relevant or refresher training courses at least every 2 years
- Ensure the Safeguarding Policy is updated and reviewed annually by the Safeguarding Team and Governors
- Ensure students/ parents/ carers see copies of the Safeguarding Policy, which alerts them to the fact that referrals may be made, and the role of Stanmore College
- Where a young person leaves Stanmore College and progresses or transfers within an educational establishment, ensure that file/information is transferred to the new establishment
- Refer a child if there are concerns about possible abuse, via the relevant referral process and acting as a focal point for staff to discuss concerns. Referrals should be made via the electronic SAFEGUARD system that all staff have personal access to and a response will be returned
- Keep chronological records of concerns about a child even if there is no need to make an immediate referral
- Ensure that all such records are kept confidentially and securely, separate from learner records, until the young person's 25th birthday and are copied onto their next education provider
- Ensure that an indication of further record-keeping is marked on the learner records.
- Liaise with other agencies and professionals as necessary and appropriate
- Ensure that either they, or an appropriate Deputy attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parent/carers
- Ensure that any learner currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team
- Provide an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by self, staff with specific responsibility and all other staff

and Governors; number and type of incidents/ cases, and number of children with child protection plans (anonymised)

6.4. Role of Operational Safeguarding Team (Deputy Designated Safeguarding Officers- DDSOs)

The Operational Safeguarding Team (Deputy Designated Safeguarding Officers) are the Pastoral Support Manager (who will deputise for the DSO when necessary), the Learning Support Manager and the Student Welfare Officer.

The DDSOs will operationally deal with all safeguarding referrals on a rota basis.

The DDSOs will meet weekly with the DDSO to ensure that all members of the team are aware of current cases, records kept, and lessons learnt from recent cases are cascaded through the team as ongoing professional development.

6.5. Role of ALL Staff and Duty of Care

Staff must:

- Fully comply with the requirements of Stanmore College's safer recruitment policy
- prioritise safeguarding and adopt a preventative approach in all engagements with learners
- promote a safe environment for students
- identify students who are experiencing or are likely to experience significant harm
- identify students who they consider may be in danger of becoming radicalised or engaging in extremist activity
- seek assistance from the DSO when appropriate as stated in the Safeguarding Policy
- report any concerns direct to the safeguarding team
- promote the welfare of young people and vulnerable adults
- promote the ethos of the College that students feel secure, valued and listened to
- promote learner health and safety at induction and throughout their period of study and complete safeguarding tutorial training and ongoing training events, briefings and workshops that they are requested to attend.
- access first aid/medical resources when required
- promote learners' well-being via participation in the tutorial curriculum
- recognise students experiencing distress and act to support including seeking advice from the Safeguarding Team
- challenge inappropriate behaviour on campus e.g. bullying, substance misuse and to refer to relevant college policies to ensure correct procedures are followed

Duty of Care

Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and young people from discrimination and avoidable harm

Staff should develop respectful, caring and professional relationships between themselves and young people. Staff behaviour should demonstrate integrity, maturity and good judgement. E.g. management of risk in external visits/residential visits and fully comply with the Staff Code of Conduct.

7. Offsite provision

Staff working in offsite provision should familiarise themselves with the Stanmore College Safeguarding Policy. The provisions in this policy apply equally to students studying in offsite locations as well as those studying on the main site.

8. Network monitoring

Stanmore College recognises the benefits and opportunities which new technologies offer to teaching and learning. Our approach is to implement safeguards within the College, and to support staff and learners to identify and manage risks. We believe this can be achieved through a combination of security measures, training and guidance and implementation of our associated policies. In furtherance of our duty to safeguard learners, we will do all that we can to make our learners and staff stay 'e-safe' and to satisfy our wider duty of care. In accordance with the E-Safety Policy, the IT network is monitored for any signs of risk to learners.

For the safety of all users, especially young persons, the College makes use of automated systems designed to prevent access to content, data or programs considered unsuitable. This includes (but is not limited to) objectionable web sites which may host pornographic images, sites posing security threats, and the viewing of terrorist and/or extremist material.

9. Knife and Drugs Screenings

As part of our commitment to ensuring a safe site for all users, we do not permit the carrying of weapons, drugs or alcohol on site. We will carry out occasional, random knife screen events. We may also invite the police to carry out an out of hours drug screening activity.

10. Students Who May Pose a Risk

Where a learner's history indicates that they pose a risk to other students or staff, a risk assessment must be undertaken prior to enrolment. This will establish whether College is an appropriate environment for that person, and if so, what arrangements can be put in place to support that person to ensure the safety of others and their own safety. This is usually undertaken at a Safeguarding Team Panel meeting as deemed appropriate given the profile of the individual concerned.

11. Safe recruitment of staff

Stanmore College undertakes to ensure that its staff are fit to work in a college setting with children and vulnerable adults. It also reserves the right to refuse to employ staff whom it has a reasonable belief may pose a risk to its learners.

The College has systems in place to prevent unsuitable people from working with children or vulnerable adults and to promote safe practice. These systems apply to all new staff and require the following checks to be made on appointment:

- wherever possible a minimum of two references, satisfactory to the College, one of which should be from a senior manager, Principal or Human Resources Department of a previous employer.
- documentary evidence checks of identity, nationality, residency and “right to work” status
- enhanced DBS disclosure
- a check under Section 142 of the Education Act 2002 (formally known as List 99)
- documentary evidence of qualifications
- satisfactory completion of the probationary period.

Records of all checks carried out are kept centrally in the Human Resources Department.

All staff interviews will have a Safer Recruitment trained member of staff on the interview panel.

12. Staff Training

All staff will receive adequate training to familiarise themselves with safeguarding issues and responsibilities.

Key messages for staff are:

- Child abuse can affect any young person, and may be carried out by anyone. It is usually carried out by someone well known to the young person
- Safeguarding is everyone’s responsibility
- Abuse has a profound emotional and/ or physical effect on the young person, the family and the wider community
- All people who work with young people need to know of their responsibilities
- Some groups of young people seem to have an increased risk of abuse, for example, looked after children, children with disabilities or children living in stressful, violent or chaotic situation
- Being alert to signs which may indicate abuse
- Keeping up to date with legislation and guidance
- The importance of working together on campus and with external agencies

Those staff with specific safeguarding responsibilities will have specific training particular to their role at least once every two years.

The Director of HR and the HR team will undertake specific training with regard to their responsibilities for staff record keeping and recruitment.

Safer Recruitment training will be implemented to ensure that every recruitment panel has at least one safer recruitment trained panel member, as per paragraph [11 above](#).

Governors will have training regarding their responsibilities as governors on joining the board and at least once every two years thereafter.

13. Managing allegations against staff and volunteers

The primary concern of Stanmore College is to ensure the safety of the student. It is essential in all cases of suspected abuse by a member staff that action is taken quickly and professionally.

There are occasions where a student will accuse a member of staff of abusing them. In some cases this may be false or unfounded. However in some cases the allegations may be true.

Any instance of a student being abused by a member of staff is particularly serious. On the other hand, for an innocent person to be accused of such an act is a serious ordeal which can result in long term damage to their health and career.

In the event that any member of staff suspects any other member of staff of abusing a student, it is their responsibility to bring these concerns to the Director of HR or Principal except where the suspect is either of these.

If the allegation concerns the Principal or the Director of HR, the matter should be discussed with whichever of them is not suspected who will then discuss it with the Chair of the Board of Governors, in addition to following the normal procedures for safeguarding.

If the allegation concerns the Designated Senior Person, the matter should be dealt with under the normal procedures.

The member of staff will be advised to:

- contact their union representative or other support network/ organisation
- keep records of all conversation, meetings attended, letters received and telephone calls relating to the allegation
- If a decision is made to pursue an allegation of abuse against a member of staff, this will be dealt with under the Stanmore College Disciplinary Procedure.

This procedure also applies to volunteers who work in an unpaid capacity on Stanmore College premises.

If an allegation against a member of staff has occurred then the Director of HR will liaise with the Local Authority Designated Officer (LADO) as to the appropriate actions to be taken, and will involve feeding back to the LADO on the outcome of these agreed actions.

14. Associated Safeguarding Procedures

The Safeguarding Policy is supported by a set of procedures which include:

Whistleblowing

We recognise that young people cannot be expected to raise concerns in an environment where staff fail to do so.

All staff and students should be aware of their duty to raise concerns, where they exist, about the management of child protection and the protection of vulnerable adults, which may include the attitude or actions of colleagues, and are encouraged to do so.

Physical Intervention

We understand that physical intervention may be required where a learner, staff member or visitor may be at risk but understand that physical intervention of a nature which causes injury or distress may be considered under child/vulnerable adult protection or disciplinary procedures.

Bullying

Our procedure on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under safeguarding/child protection procedures. This includes cyber, racist, homophobic and gender-related bullying.

Racist Incidents/Hate Crime

The College takes allegations of racism seriously and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding/child protection procedures.

15. Prevention

We recognise that the College plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The College community will therefore:

- Work to establish and maintain an ethos where children, young people and vulnerable adults, feel secure and are encouraged to talk and are always listened to.
- Ensure that all children, young people and vulnerable adults in the College know who they can approach if they are worried or in difficulty.
- Include across the curriculum and tutorial opportunities which equip young people with the skills they need to stay safe from harm and to know to whom they should turn for help.

16. Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safety and security of our students both within the College environment, and when away from the College when undertaking College placements and educational visits.

Staff may be made aware that a child or vulnerable adult may have been abused through an incident being relayed to them by a learner or by another person, or from their own observations.

All complaints, allegations or suspicions of abuse shall be taken seriously. However, staff should not investigate suspected incidents since this may contaminate evidence in a future investigation by the Police or Social services. The Police or Social services who are specially trained in this area take responsibility for investigations.

Where safeguarding concerns have an impact on the student being able to commence or complete a programme of study, a Safeguarding Panel meeting will be convened. The Health & Safety team will, in conjunction with the Safeguarding team (Safeguarding Team members) review the issues and produce a safeguarding risk assessment if the student is to commence or continue with their study.

17. Associated Documents

This policy should be read alongside the following policies and protocols: -

- The Student Charter
- Bullying and Harassment Policy (2019/20)
- Single Equality Scheme (2021/22)
- The Health and Safety Policy (update required)
- Human Resources Procedures
- The Data Protection Policy (update required)
- The IT Acceptable Use Policy (update required)
- E-safety Policy (2021/22)
- The Student Code of Conduct and Behaviour Policy (2020/21)
- The Staff Code of Conduct and Disciplinary procedure (2020/21)
- The College Complaints procedure (2023/24)
- Staff Recruitment and Selection Policy (2021/22)
- Admissions Policy (2019/20)
- Teaching and Learning Policy (2020/21)
- Confidentiality Policy (2020/21)
- External speakers Policy (2020/21) update required
- Video calling Protocols
- Restraint guidance and Policy
- Screen and Search Policy
- Whistle-blowing (2021/22)
- Work experience (2020/21)
- Safeguarding and Prevent Action Plan at Stanmore College
- DBS Checks Policy (2021/22)

18. Equality Impact Assessment

It is intended that this policy is fair to all. Where any part could potentially lead to unequal outcomes, the policy then justifies why this is a proportionate means of achieving a legitimate aim.

Appendix 1- Prevent Procedure

PREVENT Procedure: Detecting and Preventing Radicalisation and Extremism

Background

PREVENT is part of the Home Office and the Police counter-terrorism strategy and aims to stop people from becoming terrorists or supporting terrorism by working with individuals and communities to prevent the radicalisation of people and to stop people moving from extremism into terrorist-related activity.

Context

Young people in the UK are potentially vulnerable to engagement with extremist ideologies or to targeting by extremist organisations. As an organisation that interacts with young people, Stanmore College ensures that staff and students are aware of these risks and are familiar with the support networks and processes in place to protect vulnerable individuals from becoming radicalised or drawn into terrorism.

The College Procedure

The College has developed internal support mechanisms and referral procedures. This procedure outlines who staff and students should contact with any concerns about fellow staff or students. The College has developed links with external agencies that provide training and support. If, once internal processes are completed, it is considered that additional external support or referral is required, this will be arranged via the Safeguarding Team or the designated member of the Executive team, whichever is most appropriate. External support will normally involve an individual being asked to voluntarily receive tailored support from appropriate external individuals or organisations.

Definition of Radicalisation

The Institute of Strategic Dialogue defines radicalisation as “the process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence”. Driving factors behind radicalisation can include:

- Lack of integration and/or polarisation
- Identity crises and/or isolation
- Political and/or democratic disenfranchisement
- Discrimination
- Foreign policy and/or international crises or disputes
- Political movements
- Ideologies and/or faiths

Who are we safeguarding?

There is no stereotype for people who hold extremist views. Vulnerability, isolation and personal grievances added to strong political, religious or social views, can result in a person searching for a cause. People can become vulnerable for many reasons including:

- Low self-esteem
- Guilt
- Loss
- Isolation
- Family breakdown

- Fear
- Lack of purpose
- Anger
- Peer pressure
- Indoctrination

We are by no means suggesting that one or all of these characteristics or circumstances will drive someone to terrorism. But they often lead to a sense of injustice – be that on a personal or more far reaching scale. Their vulnerabilities or susceptibilities are then exploited towards crime or terrorism by people who have their own agenda.

There is no typical gender, age, religion or background that extremists will target but they use a sense of “Duty” (belonging to a specific group), “Status” (need for reputation) and “Spiritual Rewards” (test of faith) as a way of drawing vulnerable individuals in.

This raises the question of what will those signs of radicalisation look like. They will often look a lot like adolescent troubling behaviour:

- Emotional** Angry, mood swings, new found arrogance, perceived sense of injustice, sense that other people are “wrong”
- Verbal** Expressing opinions that are at odds with generally shared values, language, phrases and ways of speaking/writing not previously seen/known
- Physical** Appearance (tattoos), change in routine, dress, new obsessions and pre-occupations

What to do if you believe someone to be at risk of radicalisation

The College will adopt the ethos of “Notice, Check, Share” where there are concerns that an individual may be vulnerable. This is the ethos promoted by Harrow Police Prevent team.

- Notice** Recognition of any changes in behaviour or appearance similar to those outlined above
- Check** Speak with someone you trust (like a tutor/colleague) and see what they recommend but trust your instinct if you are still concerned
- Share** Speak to one of the safeguarding officers to report your concerns.
Remember –trust your instinct

If you are a student and concerned about another student, please **Check** with your tutor in the first instance and **Share** with the Safeguarding Team.

If you are a student and are concerned about a member of staff, or a person who is not a member of the College, e.g. guest speakers, please **Check** with the Safeguarding Team and **Share** with the Student Safeguarding Manager or the Director of Human Resources.

If you are a member of staff and are concerned about a student, please **Check** and **Share** with the Safeguarding Team or your line manager.

If you are a member of staff and are concerned about another member of staff please **Check** with your Line Manager and **Share** with the Director of Human Resources.

If you are a member of staff and are concerned about a person who is not a member of the College, e.g. a guest speaker, please **Check** and **Share** with the Vice Principal Curriculum and Quality.

Responsibility for contacting PREVENT

Any of the following people are responsible for making decisions to contact the Counter Terrorism Team at Harrow Police if serious concerns are raised about a student:

- ✓ Designated Safeguarding Officer (DSO)
- ✓ Pastoral Support Manager
- ✓ Learning Support Manager
- ✓ Student Welfare Officer

Any of the following people are responsible for making the decision to contact the Counter Terrorism Team at the Metropolitan Police if serious concerns are raised about a member of staff:

- Director Human Resources
- DSO
- DDSO

Any of the following people are responsible for making the decision to contact the Counter Terrorism Team at the Metropolitan Police if serious concerns are raised about a person who is not a member of the College, e.g. a guest speaker:

- Director Human Resources
- DSO

NB. As outlined in Keeping Children Safe in Education (September 2018), anyone has the right to refer to Social Care regarding any concerns for an individual. The College confers this right with regards to extremism and anyone can report a concern to Harrow Police by dialling 101. Where this does occur, please inform the Safeguarding Team with regards to a student or member of the public who visits the College and the Director of Human Resources with regards to a member of staff.

Press Releases

In the event we are alerted to the fact that a student has been radicalised and actively working with an extremist/terrorist group then we will make sure that we communicate with the press and stakeholders at the earliest convenience. The College takes the position that it is best to work with the stakeholders to inform them of any instances before press releases where possible. If any Governor or staff member are approached by press or other agencies they should refer all items to the Head of Marketing, who is responsible for drafting and managing any communication, and who in turn will alert the Principalship.

Responding to recent Terrorist Attacks in the UK

The college is consulting with the wider Safeguarding community and awaiting direction from the Government on how to implement the 'Run, Hide, Tell' advice that is being advocated if an individual is involved in an incident. We are taking into consideration the risk of spreading alarm with the need to safeguard members of the college community. Any changes that are adopted by the college will be added to this policy as an Addendum.

Appendix 2 Further Information – Safeguarding Children in Specific Circumstances

a) Children and the court system

Guidance is available from Harrow Local Authority for when children are required to give evidence in **criminal courts** here: [12-17 year olds](#).

Making arrangements for children via the **family courts** following separation can be stressful and entrench conflict in families. The Ministry of Justice has launched useful online guidance [Get help with child arrangements](#) (also known as contact, access or custody).

b) Children with Disabilities or Special Educational Needs

Stanmore College is committed to ensure that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care and provide the appropriate level and type of pastoral support.

c) Children with a family member in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) (National Information Centre on Children of Offenders) provides information to support professionals working with offenders and their children, to help mitigate negative consequence for those children.

d) Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Exploitation can also happen on-line.

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young pupils affected by CSE. We will follow the HSCB protocol for identifying and managing cases of CSE and promote the use of the HSCB's [SAFEGUARD Identification Tool](#) in our child protection training. Also see section on 'Child on Child Sexual Violence and Sexual Harassment'.

e) Child criminal exploitation, gangs and youth violence

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventative work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to government guidance on [advice to schools on gangs and youth violence](#). Local support for young people affected by gang association can be obtained via [guidance on gangs](#) and [London Gang Exit programme](#) the latter for 16-24 year olds.

County Lines: this is a geographically widespread form of criminal activity involving drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban

areas to suburban and rural or seaside areas. Missing episodes can be an important identifying factor, where the victim may have been trafficked for these purposes. In close working relationship with our local MASH a referral to the **National Referral Mechanism** will be considered for any such concerns.

f) Domestic Abuse

We recognise the immediate and long term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

Any notifications received from the police/MASH of domestic abuse incidents, will be promptly reviewed by our DSO. This will enable our school to respond appropriately to the impact on the child/young person and to share any additional information with MASH to assist in the overall identification and assessment of risk

g) Female Genital Mutilation (FGM)

We are committed to work with families, partner agencies to promote understanding and safeguard pupils who may be at risk of this practice.

We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our pupils welfare where required and will fulfil our duties under the *Female Genital Mutilation Act 2003* (as inserted by section 74 of the *Serious Crime Act 2015*). This places a statutory duty upon teachers along with regulated health and social care professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Information on when and how to make a report can be found in the government's [mandatory reporting procedure on FGM](#) guidance. Click here for [Factsheet](#) on the Serious Crime Act 2015: FGM amendments to the 2003 Act.

h) Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to so called 'Honour Based Violence'. Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. The Forced Marriage Unit has published [multi-agency statutory guidance](#) with pages 32-36 focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: fm@fco.gov.uk

i) Homelessness

Our staff will alert the DSO of families becoming or at risk of becoming homeless, so that the DSO can refer to housing services at the earliest opportunity. Indicators for the risk of homelessness can include debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Duties introduced under *The Homelessness Reduction Act 2017* shift focus to early intervention, for further information see: [Homeless Reduction Act Factsheets](#).

j) Homestay - Children staying with host families

Pupils may as part of their learning experience, stay for short periods with a host family (homestay) e.g. as part of a foreign exchange visit or sports tour. We will ensure the suitability of the adults in their respective families who will be responsible for the visiting child during the stay. See Stanmore College's *Safer Recruitment Policy* for further details on our specific duties.

k) So called 'honour-based' violence (HBV)

So called HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community e.g. female genital mutilation, forced marriage, and breast ironing. All related concerns will be referred to our DSO, who as appropriate will activate safeguarding procedures.

l) Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At **Stanmore College** we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. Click here for information on what constitutes [private fostering](#) and here for details of [The Children's Act 1989: private fostering](#).

m) Substance Misuse

We recognise the clear role we have to play in preventing drug misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle problem behaviour, working with local partners to prevent drug or alcohol misuse.

n) Mental Health

We seek to promote positive mental health in our pupils and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting pupils with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary. For further information refer to government guidance on [mental health and behaviours](#) to identify and support pupils whose behaviour suggests they have unmet mental health needs.

Parental Mental Health: We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children. For further guidance refer to [Think Child; Think Parent; Think Family: a guide to parental mental health and child welfare](#)

o) Trafficking and Modern Day Slavery

We will remain alert for children trafficked into the country who may be registered at our college for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further government guidance refer to [Safeguarding Children who may have been trafficked practice guidance](#).

r) Young carers

With so many adult responsibilities, young carers often miss out on opportunities that other children and young people have to play and learn. We in colleges are uniquely placed to identify and respond to concerns and 'triggers' where children and young people may require additional help as carers. We will aim to respond early with our own pastoral support and where appropriate seeking help from local authority support services for young carers.

Appendix 3 –Contact details for offsite provision

When learning is being wholly delivered in offsite provision, then the managers and staff in that location will have a local safeguarding lead in addition to the College based safeguarding leads.

These local contacts are:

	Local Contact	Email
Fox Academy (Leicester)	Mark Smith	mark@foxsoccer.academy
Sports Education & Training (Crystal Palace)	Danny Lee	danny@sportset.org.uk
Fox Academy - 10FA (Morden)	Mark Smith	marks@10global.co.uk
SCA (Dunstable)	Ben Hanley	info@soccerchanceacademy.com
Oxhey Jets (Bushey)	Warren Gladdy	warren.gladdy@prodirectacademy.com
United Select (Richings Park)	Tristan Lewis	info@unitedselect.co.uk
Champion Football (Weymouth)	Danny Chapman	championfootballdevelopment@gmail.com
Welling	Jamie Coyle	jamiecoyle83@yahoo.co.uk
Salon Hijab Academy	Mary Al-Khudri	info@salonhijabacademy.com
Blossom Beauty Academy	Rasha Abdelbaqi	rasha@bbacademy.co.uk

The specific responsibility of the local safeguarding lead is to ensure that:

- Their contact details are up to date and shared with the Stanmore College Safeguarding Team
- Learners know that they are covered by the Stanmore College Safeguarding and Prevent Policy
- All staff at the local site have signed to say that they abide by the Stanmore College Code of Conduct and the Stanmore College Safeguarding Policy
- All staff at the local site have read the Keeping Children Safe in Education 2020 part A guidance
- All staff complete their annual training
- All staff at the local site are recruited in line with Safer Recruitment Procedures
- All disclosures are recorded and details are passed regularly to the Stanmore College DSL
- There is a safeguarding policy in place that covers all users at each of their delivery sites

Appendix 4 Declaration for Offsite Provision

The responsibilities of the Safeguarding Lead for Stanmore College learners being taught offsite are listed below, and are in Appendix 3 of the Stanmore College Safeguarding and Prevent Policy.

The specific responsibility of the local safeguarding lead is to ensure that:

- Their contact details are up to date and shared with the Stanmore College Safeguarding Team
- Records are kept in accordance with Data Protection and GDPR legislation
- Learners know that they are covered by the Stanmore College Safeguarding Policy
- All staff at the local site have signed to say that they abide by the Stanmore College Code of Conduct and the Stanmore College Safeguarding Policy
- All staff at the local site have read the Keeping Children Safe in Education 2020 part A guidance
- All staff complete their annual training
- All staff at the local site are recruited in line with Safer Recruitment Procedures
- All disclosures are recorded and details are passed regularly to the Stanmore College DSL
- There is a safeguarding policy in place that covers all users at each of their delivery sites

I confirm that I have read and understood these responsibilities.

Name:	
Organisation:	
Site Location:	
Telephone number:	
Email:	
Signature:	

Appendix 5 Annex to policy – Response to COVID -19

Annex to Stanmore College Safeguarding and Child Protection Policy

April 2020

Response to COVID-19

There have been significant changes within our setting and within the UK in response to the outbreak of COVID-19.

This annex sets out some of the adjustments Stanmore College is making in line with the changed arrangements in the college and following advice from government and local agencies.

The current position is that, following the Government announcement, all learning is being completed online.

Despite the changes, the College's Safeguarding Policy is fundamentally the same: the welfare of children and young people always comes first, staff should respond robustly to safeguarding concerns and referrals should continue to be made in line with our established safeguarding procedure.

The pressures on children, young people and their families at this time are significant. There will be heightened awareness of family pressures for a variety of reasons including through having to stay within the household, through financial hardship or health anxiety. These areas should be considered in terms of setting any work for students to undertake at home (including recognising the impact of online learning and ability to access on line resources). Staff may be aware of the mental health of both students and their parents or carers, and should refer to safeguarding about any emerging concerns.

We have undertaken a scoping exercise to identify the most vulnerable students and will continue to support them individually as they require. The site will remain open to those vulnerable students who need to attend to continue their studies.

Vulnerable students include those who are:

Subject to a Child Protection Plan and Child In Need Plan, and who have an allocated social worker: the welfare team will engage with the social workers allocated to these learners.

Looked after Children and recent Care Leavers: If teachers or personal tutors report any concerns with the engagement of these learners with their online learning, then the welfare team will engage with the social workers allocated to these learners.

For students with an EHCP: Learning Support Advisors will attend lessons with their allocated learners and maintain regular contact. Individual support can be delivered through individual arrangements based on curriculum activity.

For students on the edge of social care involvement or pending allocation of a social worker, or identified as high risk: contact will be made by the safeguarding team once per week for a welfare check, including during the non-term time days.

NB Contact will be made remotely through telephone calls from college phones/ through softphone software/ through Microsoft teams / through the college app or other appropriate methods.

Reporting arrangements:

The college arrangements continue in line with our Safeguarding Policy.

The safeguarding team contact details are: safeguarding@stanmore.ac.uk or 07521 486594. Staff making referrals relating to an individual learner should continue to make these through the intranet reporting button. This email address is monitored by all safeguarding staff.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged.

Staff will continue to follow the safeguarding procedures and advise the safeguarding leads immediately about concerns they have about any child, whether in college or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Normal safeguarding procedures apply for referrals to children's services. This contact will go through a member of the safeguarding team (listed above) who will follow appropriate measures in seeking the appropriate and necessary support.

Should a child or young person be at risk of significant harm and local agencies are not able to respond, or for out of hours support, the contact numbers of the Harrow Local Authority are:

Children's Access Team

Golden Number

Tel: 020 8901 2690

Children & Family Services operates out of hours:

Tel: 020 8424 0999

Always call 999

in an emergency

Allegations or concerns about staff

With such different arrangements in place, young people could be at greater risk of on line abuse. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any agency staff or volunteers working with students during college closure will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

New staff or volunteers

All new starters must have an on line induction. They must read the college Safeguarding and Child Protection Policy, the Whistleblowing Policy and the staff Code of Conduct. The DSL or deputy will

ensure new recruits know who to contact if worried about a child or young person and ensure the new starters are familiar with the child protection procedure.

All new starters or volunteers need to confirm that they have read Part I and Annex A of Keeping Children Safe in Education

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a college closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, whether between two or more of our own learners or between one of our learners and also involving learners from other educational institutions.

Risks online

Young people use the internet regularly for both study and personal use. The College may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same learner-centred safeguarding practices as when students are learning at the College. The College continues to ensure appropriate filters and monitors are in place. The College has taken on board the guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium.

Staff can access further guidance here:

<https://www.tes.com/news/coronavirus-10-safeguarding-rules-teachers-home>

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>

Students accessing remote learning will receive guidance on keeping safe online and know how to raise concerns with the college, Childline, the UK Safer Internet Centre and CEOP.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/internet-connected-devices/>

For contact with any learner or applicant under 16, then a parental consent form must be in place for any 1:1 activity with that learner. For learners between 16 and 18, a consent form is not required if the 1:1 activity falls within that which would normally be in place in college, e.g. personal tutoring, welfare support, learning support, study coaching, teacher support.

Mental Health and Physical Health

Restrictions to movement and contact with other people means pupils are more likely to be at risk of mental health problems. A page has been set up on Study Space with resources, links and activities for young people to support their mental and physical well being.

The following organisations can also provide support:

www.kooth.com – *Free online emotional wellbeing and counselling with self-help articles*

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing>

<https://www.mind.org.uk/information-support/helping-someone-else/>

Calm Harm App – A phone app providing help for those who use self-harm as a coping strategy;
<https://calmharm.co.uk/>

Parents and Carers

Parents and carers will receive information about keeping students safe online with peers, the College, other education offers they may access and the wider internet community. We have set out the College's approach, including the sites students will be asked to access and set out who from the college (if anyone) their student is going to be interacting with online. Parents have been offered the following links:

- o Internet matters - for support for parents and carers to keep their children safe online
- o Net-aware - for support for parents and carers from the NSPCC. There is also a free NSPCC helpline for advice and support 0800 136 663.
- o Parent info - for support for parents and carers to keep their children safe online
- o Thinkuknow - for advice from the National Crime Agency to stay safe online o UK Safer Internet Centre - advice for parents and carers

The Department for Education have produced guidance to support parents:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.