

Safeguarding and Prevent Policy

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1. Purpose and Scope

Safeguarding and promoting the welfare of children and vulnerable adults is everyone's responsibility. Effective safeguarding requires a whole-college approach in which all staff, governors, volunteers, contractors and partners understand their responsibilities and work together to protect learners from harm.

The College is committed to maintaining a strong safeguarding culture where the welfare of children is paramount, concerns are identified and acted upon promptly, and all staff feel confident to report concerns without delay. Safeguarding arrangements are underpinned by effective leadership, robust governance, safer recruitment practices, high-quality training, appropriate policies and procedures, and a commitment to continuous improvement.

The Safeguarding Policy is for all staff, parents, governors, volunteers and the wider college community.

2. Legal and Policy Framework

Stanmore College has defined responsibilities under the Children Act 2004, Working Together to Safeguard Children and Keeping Children Safe in Education – Statutory Guidance, which applies to learners under the age of 18. This policy extends these responsibilities to learners of any age who have learning difficulties, where they may be vulnerable to abuse due to their learning needs. It also applies to anyone enrolled at the College or for whom the College has accepted a duty of care.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of the children as soon as problems emerge,
- protecting children from maltreatment, whether that is within or outside the home, including online,
- preventing the impairment of children's mental and physical health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

For the purpose of this policy, children, include everyone under the age of 18. Vulnerable adults are defined as "adults at risk." An adult at risk is any person over 18 who:

- Is, or may be, in need of community care services due to mental or other disability, age, or illness, and
- Is, or may be, unable to care for themselves or protect themselves from significant harm or exploitation.

Throughout the policy children, young people and vulnerable adults may be referred to as learners.

3. Policy Aim

- To support the development of all learners in ways that will foster security, confidence and independence.
- To provide an environment where learners feel safe, secure, valued, respected, and feel confident, knowing how to approach staff within the college if they are experiencing difficulties, believing they will be effectively listened to and supported.
- 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 Partnership, the Youth Offending Team, the Police and Social Services.
- To ensure that all staff working within our college who have 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.
- To ensure that the college is fulfilling the duty of the Counter Terrorism and Security Act 2015 and the college fully participates work to prevent people from being drawn into extremism and terrorism.
- To ensure that there are clear procedures to deal with any risks, concerns or disclosures made in regard to Prevent.

4. Roles and Responsibilities

4.1 Role of the Governing Body

The Governing Board has strategic responsibility for ensuring that the College fulfils its statutory safeguarding duties and maintains effective arrangements to safeguard and promote the welfare of children and vulnerable adults.

The Governing Body will ensure that:

- There is a link governor for safeguarding who provides appropriate challenge and oversight of the Colleges safeguarding arrangements on behalf of the governing body.
- safeguarding is embedded within the College's strategic leadership, culture and decision-making;

- appropriate safeguarding policies and procedures are in place, reviewed annually and implemented effectively;
- the College complies with statutory safeguarding responsibilities, including *Keeping Children Safe in Education 2026*, the *Children Act 1989 and 2004*, *Working Together to Safeguard Children*, the *Prevent Duty*, the *Equality Act 2010* and relevant safeguarding legislation;
- safeguarding arrangements are effective across all College provision, including partnership and off-site delivery;
- there are an effective Designated Safeguarding Lead (DSL) and sufficient appropriately trained Deputy DSLs with the time, authority, funding, training and resources required to fulfil their responsibilities;
- safeguarding is appropriately represented at senior leadership level and is given sufficient priority across the organisation;
- safer recruitment procedures are fully implemented and monitored;
- appropriate arrangements exist for managing allegations against adults working with children and allegations of child-on-child abuse;
- staff receive safeguarding, child protection, Prevent, online safety and behaviour training appropriate to their roles, with regular updates throughout the year;
- learners are taught how to recognise risks, stay safe, seek help and report concerns, including risks associated with online activity and emerging technologies;
- appropriate filtering and monitoring systems are in place to safeguard learners when accessing College IT systems, are reviewed annually, proportionate to risk and do not unreasonably restrict teaching and learning;
- assurance is received regarding the effectiveness of filtering and monitoring arrangements, including trends identified through monitoring, actions taken and emerging online risks;
- safeguarding risks associated with artificial intelligence, generative AI, synthetic media and emerging technologies are considered within safeguarding arrangements;
- safeguarding audits, quality assurance activity and external reviews are undertaken where appropriate to evaluate the effectiveness of safeguarding practice;
- learners' views contribute to the ongoing development of safeguarding practice and culture within the College;
- there are effective arrangements for information sharing and partnership working with external safeguarding agencies.

The Governing Body will receive regular safeguarding reports which provide assurance regarding safeguarding performance, emerging themes, training compliance, safeguarding data, child-on-child abuse, online safety, Prevent activity, attendance trends, learner voice and the effectiveness of safeguarding arrangements.

4.2. Role of the Principal

The Principal has overall responsibility for ensuring that safeguarding and child protection arrangements are implemented effectively across the College.

The Principal will:

- promote a culture in which safeguarding is recognised as everyone's responsibility;
- ensure safeguarding remains a strategic priority across the College;
- ensure sufficient resources are available to enable effective safeguarding practice;
- support the Designated Safeguarding Lead in fulfilling statutory responsibilities;
- ensure staff understand and discharge their safeguarding responsibilities;
- ensure appropriate action is taken where safeguarding concerns arise;
- ensure safeguarding is considered within strategic planning, curriculum development, estates, information technology and organisational change;
- ensure concerns about adults working within the College are managed in accordance with statutory guidance;
- promote effective partnership working with external safeguarding agencies.

4.3. Role of the Strategic Safeguarding Lead (Deputy Principal)

The Strategic Safeguarding Lead will:

- Attend the College Strategic Safeguarding Group.
- Oversee and review the Safeguarding Policy and related policies.
- Raise awareness of safeguarding developments
- Ensure compliance with national standards
- Develop initiatives to maintain safeguarding as a core priority for the College and its partners.
- Promote a culture where learners' voices are heard, and their wishes and feelings inform safeguarding practice.
- Support and develop the work of the DSL and safeguarding team
- Work with the DSL and the Director of People and Culture to ensure that allegations against staff are investigated

4.4. Role of the Designated Safeguarding Lead (DSL) – Director of Student Services and Safeguarding

The College has an appropriately trained senior member of staff appointed as the Designated Safeguarding Lead (DSL), supported by trained Deputy DSLs.

The DSL has lead responsibility for safeguarding and child protection and will provide strategic leadership for safeguarding throughout the College.

The DSL will:

- Liaise regularly with the link governor for safeguarding and share information, assurance and advice regarding the effectiveness of the Colleges safeguarding arrangements.
- provide advice, guidance and support to staff regarding safeguarding concerns;
- manage referrals to Children's Social Care, the Police, Channel, the Local Authority Designated Officer (LADO), Adult Social Care and other safeguarding agencies as appropriate;
- ensure safeguarding concerns are accurately recorded, monitored and reviewed;
- oversee safeguarding risk assessments and safety planning;
- ensure appropriate support is provided to learners affected by abuse, exploitation or neglect;
- monitor safeguarding trends, patterns and emerging risks to inform preventative activity and staff training;
- maintain effective working relationships with safeguarding partners;
- oversee safeguarding arrangements relating to child-on-child abuse, harmful sexual behaviour and online safety;
- ensure safeguarding arrangements appropriately address risks associated with artificial intelligence, online exploitation, image-based abuse, deepfake technology and emerging digital harms;
- oversee the effectiveness of filtering and monitoring systems in partnership with senior leaders and IT staff;
- ensure safeguarding information is shared appropriately, lawfully and proportionately;
- maintain oversight of learners who may require additional safeguarding support, including children in need, children subject to child protection plans, looked after children, care leavers, young carers, learners with SEND and those experiencing mental health difficulties;
- ensure safeguarding training remains current and reflects emerging safeguarding issues;
- contribute to safeguarding quality assurance, audits and policy development;
- provide regular safeguarding reports to senior leaders and governors.

4.5 The Deputy Designated Safeguarding Lead (DDSL) – Head of Student Support will:

- act as Deputy Designated Safeguarding Lead to support the Director of Student Services and DSL in maintaining and developing safeguarding arrangements, ensuring statutory responsibilities are met and the college remains compliant with relevant legislation and guidance;

- oversee the daily operational duties of the safeguarding team, providing support and guidance in relation to safeguarding concerns;
- act as one of the Safeguarding Officers.

4.6 Safeguarding Officers will:

- act as a designated safeguarding officer, ensuring the safety and welfare of students in accordance with statutory requirements and organisational policies;
- respond promptly to safeguarding concerns, undertaking risk assessments and making referrals where appropriate;
- maintain accurate records and documentation related to safeguarding cases;
- deliver safeguarding training and awareness sessions to staff and students as required.

4.7 All staff

All staff share responsibility for safeguarding and promoting the welfare of children. Every member of staff must:

- read and understand Part One of Keeping Children Safe in Education 2026;
- understand and comply with this policy, the Staff Code of Conduct, Learner Behaviour Policy, Whistleblowing Policy and relevant safeguarding procedures;
- maintain an attitude of professional curiosity and recognise that abuse, neglect and exploitation can present in many forms;
- identify learners who may benefit from early help or additional support;
- recognise indicators of abuse, neglect, exploitation, harmful sexual behaviour, child-on-child abuse, contextual safeguarding concerns and technology-assisted abuse;
- understand safeguarding risks associated with online activity, including artificial intelligence, generative AI, deepfake technology, online coercion, image-based abuse, cyberbullying and online radicalisation;
- report safeguarding concerns immediately to the Safeguarding team;
- maintain accurate, timely and factual safeguarding records;
- understand that safeguarding concerns may arise through patterns of behaviour, cumulative harm or changes in attendance, behaviour or presentation;
- recognise that children may not always feel ready or know how to disclose abuse;
- never assume another person has reported a concern;
- contribute to creating a safe, respectful and inclusive learning environment where learners feel listened to and supported.

Safeguarding is everyone's responsibility, and no member of staff should ever assume that another colleague has taken appropriate action.

5. Safer Recruitment, Induction and Staff Training

The College is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff, governors, volunteers, contractors and visitors to share this commitment.

The College will operate safer recruitment procedures in accordance with *Keeping Children Safe in Education 2026*, Part Three, and all relevant employment legislation to help deter, identify and reject unsuitable applicants.

The College will ensure that:

- recruitment processes are fair, transparent and promote safeguarding as a core organisational value;
- safeguarding responsibilities and expectations are clearly communicated throughout the recruitment process;
- job descriptions and person specifications include appropriate safeguarding responsibilities where relevant;
- all applicants are required to explain any gaps in employment history and declare relevant criminal convictions, cautions or other matters that may affect their suitability to work with children;
- at least one member of every interview panel has successfully completed recognised safer recruitment training;
- recruitment decisions consider a candidate's suitability to work with children as well as their qualifications, experience and professional competence;
- appropriate pre-employment checks are completed before employment commences, including:
 - identity verification;
 - enhanced Disclosure and Barring Service (DBS) checks where required;
 - children's barred list checks where appropriate;
 - prohibition from teaching checks where applicable;
 - prohibition from management checks where applicable;
 - verification of professional qualifications;
 - verification of employment history;
 - satisfactory references;
 - right to work in the United Kingdom;
 - overseas criminal record checks or certificates of good conduct where required;
- risk assessments are completed where exceptional circumstances require an individual to commence employment before all checks have been completed, ensuring appropriate safeguards are implemented;
- all recruitment documentation is retained in accordance with statutory requirements.

The College maintains a Single Central Record (SCR) that records all statutory safer recruitment checks. The SCR is regularly reviewed to ensure accuracy, completeness and compliance with statutory requirements.

All new staff, governors, agency workers, contractors and volunteers who work regularly with learners will receive an appropriate safeguarding induction before, or as soon as reasonably practicable after, commencing employment. New staff will be supported to understand local safeguarding arrangements, the vulnerabilities of the College's learner population and the safeguarding culture expected within the organisation.

Safeguarding training is recognised as an ongoing process rather than a single event.

All staff will receive safeguarding and child protection training at induction and will receive regular safeguarding updates throughout the academic year to ensure their knowledge remains current.

Safeguarding updates may be delivered through briefings, bulletins, professional development sessions, safeguarding alerts, online learning or updates on changes to statutory guidance.

6. Managing Allegations and Safeguarding Concerns About Adults

6.1 Allegations Against Staff, Volunteers and Contractors

The College will manage all allegations that an adult working in or on behalf of the College has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Any allegation must be reported immediately to the Executive Director of People and Culture. In her absence concerns must be reported to the Deputy Principal Curriculum and Quality. Where the allegation concerns the Principal, it must be reported to the Chair of Governors.

The Executive Director of People and Culture (or Chair of Governors) will seek advice from the Local Authority Designated Officer (LADO) before undertaking any investigation where this is required.

The College will work in partnership with the LADO, Police, Children's Social Care and other agencies to ensure allegations are managed fairly, consistently and in accordance with statutory guidance.

6.2 Low-Level Concerns

The College promotes a culture of openness and transparency where staff are encouraged to report low-level concerns about adults working with learners.

A low-level concern is any concern, no matter how small, that an adult's behaviour may be inconsistent with the Staff Code of Conduct but does not meet the threshold for referral to the LADO.

Examples may include:

- over-familiar behaviour;
- inappropriate communication;
- boundary issues;
- inappropriate use of technology or social media;
- behaviour that may undermine the safeguarding culture of the College.

Low-level concerns will be shared with the Principal, recorded appropriately and managed proportionately to identify patterns of behaviour and ensure appropriate support or action is taken.

6.3 Whistleblowing

All staff have a duty to raise concerns where they believe safeguarding practices are unsafe or where the actions of colleagues may place learners at risk.

Concerns should normally be reported through the College's Whistleblowing Policy. Where appropriate, concerns may also be reported directly to external agencies, including the Local Authority, Ofsted, the Education and Skills Funding Agency (ESFA), the Police or the NSPCC Whistleblowing Advice Line.

Staff who raise concerns in good faith will be supported and will not suffer detriment as a result of doing so.

7. Managing Allegations of Abuse: Child On Child Abuse

Stanmore College recognises that children can abuse other children and that all reports of child-on-child abuse must be taken seriously. Such behaviour is never considered to be normal, acceptable, or an inevitable part of growing up. Allegations of child-on-child abuse will be responded to promptly, proportionately and in accordance with the principles set out in *Keeping Children Safe in Education 2026* and *Sexual Violence and Sexual Harassment between Children in Schools and Colleges*.

Child-on-child abuse can occur both inside and outside of the College, including online, and may involve children of any age or gender. It may include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Physical abuse, including assault and violence.

- Abuse within intimate personal relationships.
- Sexual violence and sexual assault.
- Sexual harassment, including online sexual harassment.
- Harmful sexual behaviour.
- Sharing of nudes and semi-nudes (including AI-generated or digitally manipulated sexual images).
- Initiation or hazing-type violence and rituals.
- Coercive, controlling or exploitative behaviour.

All reports of child-on-child abuse will be managed using a child-centred and trauma-informed approach. The College recognises that both the child who has allegedly experienced abuse and the child who has allegedly displayed harmful behaviour may require safeguarding support and intervention.

When an allegation of child-on-child abuse is made, the College will:

- Take all reports seriously and ensure learners are listened to, supported and treated with dignity and respect.
- Make an immediate safeguarding assessment of the risks to all learners involved and take appropriate action to ensure their safety.
- Record the concern promptly on the College's safeguarding recording system.
- Refer the matter to the Safeguarding team without delay.
- Consider whether the matter should be referred to Children's Social Care, the Police, or other relevant agencies.
- Complete appropriate risk assessments and implement measures to protect all learners involved whilst enquiries are ongoing.
- Work closely with parents or carers where appropriate, unless doing so would place a child at increased risk of harm or prejudice a police or safeguarding investigation.
- Provide appropriate pastoral, welfare and therapeutic support to those affected.
- Consider disciplinary action separately from safeguarding processes where appropriate.

The College recognises that reports of sexual violence and sexual harassment require particularly careful consideration. Decisions regarding ongoing education, timetabling, supervision, transport arrangements, contact between learners and any interim protective measures will always prioritise the safety and welfare of those involved whilst ensuring fair and proportionate treatment.

The College adopts a zero-tolerance approach to abuse, sexual violence, sexual harassment and harmful sexual behaviour. Any behaviour that is abusive, coercive, exploitative or harmful will always be challenged and addressed appropriately.

The Designated Safeguarding Lead will regularly review patterns and trends relating to child-on-child abuse to identify emerging risks and ensure appropriate preventative education is delivered through the College's tutorial, enrichment, relationships, health and online safety programmes.

8. Helping Learners to keep themselves safe

- Learners will be advised about college procedures in relation to safeguarding as part of their induction into the college, via the college Personal Development programme, curriculum and by periodic targeted campaigns. The College promotes a strong culture of vigilance using digital media, posters, tutorials, and enrichment activities.
- Learners 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 a work placement.
- Learners on work experience are safeguarded in line with the requirements of KCSIE and learners are made aware of how to report any concerns.
- Learners will be provided with guidelines about keeping themselves safe on-line as part of their induction and through ongoing activities.
- Learners will attend and participate in Personal Development sessions designed to raise awareness of issues and concerns covering a variety of themes.

9. Learner Behaviour and Equality and Diversity

Stanmore College recognises that young people and vulnerable adults who have experienced abuse, neglect, or violence may struggle with developing a sense of safety, trust, and self-worth. They may feel helpless, humiliated, or wrongly believe they are to blame. For many, college may be the only consistent, stable, and predictable environment in their lives. The college understands that these experiences can shape behaviour, which may sometimes appear challenging, defiant, or withdrawn. As a trauma-informed college, we are committed to responding with understanding, compassion, and appropriate support.

Our approach ensures:

- A safe and supportive ethos: The college fosters a positive, respectful, and secure environment where all learners feel valued, understood, and respected.
- Clear and compassionate expectations: Behaviour expectations are designed to support vulnerable learners, ensuring they understand that while harmful or unsafe behaviour is not acceptable, they themselves are not blamed for the trauma they have experienced.
- Collaborative safeguarding: The college works closely with external agencies depending on the learner's needs and circumstances.

10. Confidentiality and Information Sharing

The College recognises that effective and timely information sharing is essential to safeguarding and promoting the welfare of children and young people. The College will comply with the statutory **Information Sharing Duty** under the Children Act 2004, as amended by the Children's Wellbeing and Schools Act 2026, and will have regard to the Department for Education's *Information sharing to safeguard children and young people* statutory guidance. Staff should share relevant information where this is necessary and proportionate to safeguard or promote the welfare of a child or young person. Consent should not be treated as a barrier to sharing information where there is a safeguarding concern and a lawful basis for sharing exists. Information should be accurate, relevant, proportionate, shared securely and only with those who need to receive it.

- 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. Where staff are unsure whether information should be shared, they should seek advice promptly from the Designated Safeguarding Lead (DSL), a Deputy DSL or the appropriate senior member of staff.
- Decisions to share, or not to share, information should be appropriately recorded. The College will ensure that staff receive appropriate guidance and training on their responsibilities regarding information sharing.
- The college will always undertake to share its 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, the college will consult with the Education Lead at MASH.

The Data Protection Act 2018 and the UK 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. Practitioners may share information without consent (where it is not possible to gain consent) where there is good reason to do so and that the sharing of information will enhance the safeguarding of a child in a timely manner.

11. Preventing Radicalisation and Extremism

PREVENT Procedure: Preventing Radicalisation and Extremism

- The College has a statutory duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

- The College is committed to promoting fundamental British values, equality, diversity, inclusion, freedom of speech within the law, and a culture of mutual respect.
- All staff are expected to remain alert to indicators that a learner may be vulnerable to radicalisation or extremist influence and to report any concerns immediately to the Designated Safeguarding Lead (DSL).

Indicators may include:

- changes in behaviour, language or appearance;
- expression of extremist views;
- fixation on extremist ideologies or grievances;
- accessing or sharing extremist material online;
- online radicalisation through social media, gaming platforms, encrypted messaging services or AI-generated content;
- isolation from family or peers;
- association with individuals or groups known to promote extremism.
- The DSL will assess concerns on a case-by-case basis and, where appropriate, make referrals to the Police, Children's Social Care or the Channel Programme.

The College will ensure that learners are supported to:

- recognise and challenge extremist narratives;
- develop critical thinking and digital literacy skills;
- understand the risks of online manipulation and misinformation;
- know how to seek help if they have concerns about themselves or others.
- Prevent awareness forms part of the College's safeguarding training programme and is reviewed regularly to reflect local and national risks.

12. Filtering and monitoring and Online Safety

- Stanmore College recognises the benefits and opportunities which new technologies offer to teaching and learning. Our approach is to implement appropriate 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 help our learners and staff stay 'e-safe' and to satisfy our wider duty of care.
- The College recognises the increasing safeguarding risks associated with artificial intelligence, including AI-generated indecent images, deepfake technology, AI-assisted grooming, impersonation, image manipulation, online abuse and misinformation. Staff receive appropriate training to recognise these risks and learners are educated about the safe and responsible use of AI technologies.
- In accordance with the E-Safety Policy, the IT network is actively monitored for any signs of risk to learners. For the safety of all users, especially young people, the College makes use of automated systems designed to prevent access to harmful or unsuitable content. This includes, but is not limited to, pornographic material, extremist and/or terrorist content, sites posing

security threats, and material that may be used to groom, exploit or radicalise.

- The College recognises that online risks fall under the “Four Cs” of Content, Contact, Conduct and Commerce, and include emerging harms such as misinformation, disinformation and conspiracy theories. We acknowledge that no filtering or monitoring system is 100% effective; therefore, education, awareness and staff vigilance are critical alongside technical controls.
- The Safeguarding team respond to reports received via the college filtering and monitoring system Smoothwall and take the most appropriate action which could include behaviour sanctions or referrals to other agencies as required.
- The leadership team and governors have an awareness and understanding of the College’s filtering and monitoring provisions, ensure they comply with the DfE Filtering and Monitoring Standards and manage them effectively. The Governing board must ensure that a review of their effectiveness of these systems is carried out at least once every academic year.
- The Designated Safeguarding Lead (DSL) has overall responsibility for online safety. The DSL is supported by an appropriately trained Deputy and Safeguarding Officers and liaises with other staff as required. The DSL undertakes training to ensure they understand the unique risks associated with online safety, including the additional risks faced by learners with special educational needs and disabilities (SEND), and maintains up-to-date capability to keep children safe online.
- All staff and governors receive online safety information and training at induction. Online safety is included as part of whole staff safeguarding training, refreshed at least annually, with updates provided as required.
- Learners are taught about online safety through Personal Development lessons and other elements of the curriculum. The College recognises that a one-size-fits-all approach may not be appropriate and adapts its approach where learners may require additional support to understand and respond to online risks. This includes learners with SEND, those studying ESOL and level 1 programmes, and other learners who may be vulnerable due to their individual circumstances.
- The College carries out an annual risk assessment that considers the specific risks our learners face, alongside an annual review of our online safety approach. In addition, filtering and monitoring arrangements are subject to regular review throughout the year.
- We ensure regular and appropriate parental engagement in online safety and respond to specific concerns in line with child protection policies. Clear reporting and escalation routes are in place for staff, learners and parents to raise any concerns swiftly.

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

Associated Safeguarding Procedures

13. Attendance, Children Missing Education and Learner Welfare

13.1 Attendance and Safeguarding

The College recognises that poor attendance, persistent absence, repeated lateness and disengagement from education may be indicators of abuse, neglect, exploitation or other safeguarding concerns.

All staff have a responsibility to remain alert to changes in attendance patterns and to report concerns to the Safeguarding team or relevant pastoral staff.

Attendance concerns will be considered alongside other safeguarding information to identify potential patterns of risk or cumulative harm.

13.2 Children Missing Education (CME)

The College recognises that children missing education are at increased risk of abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation, radicalisation and other forms of harm.

Where a learner's whereabouts is unknown, or they fail to engage with education despite reasonable attempts to contact them, the College will make appropriate enquiries and, where necessary, refer concerns to the relevant local authority and safeguarding agencies.

The College will work collaboratively with parents, carers and external agencies to support learners to remain engaged in education wherever possible.

13.3 Mental Health and Wellbeing

The College recognises that mental health concerns may be both an indicator and a consequence of abuse, neglect or exploitation.

Staff are not expected to diagnose mental health conditions but should be alert to changes in behaviour, mood or presentation that may indicate a learner requires additional support.

Where there are concerns that a learner may be at risk of harm, staff will follow the College's safeguarding procedures and refer concerns to the Safeguarding team without delay.

The College promotes a trauma-informed approach and will provide appropriate pastoral support, referrals and reasonable adjustments where required.

13.4 Supporting Vulnerable Learners

Some learners may require additional safeguarding support because of their individual circumstances.

This may include, but is not limited to:

- children in need or subject to child protection plans;
- looked after children and care leavers;
- learners with special educational needs and disabilities (SEND);
- young carers;

- learners experiencing mental health difficulties;
- learners at risk of exploitation, abuse or neglect;
- learners experiencing domestic abuse or homelessness.

The College will work in partnership with learners, parents or carers (where appropriate) and external agencies to ensure appropriate support is provided and reviewed regularly.

14. Use of Reasonable Force

All staff have a duty of care to protect learners from harm. In exceptional circumstances, it may be necessary for appropriately trained staff to use reasonable force or another restrictive intervention to prevent serious harm or maintain safety.

- Specific staff will receive appropriate training in de-escalation, positive behaviour support and safe physical intervention techniques, where this is required for their role. At Stanmore College - all security team members are appropriately Security Industry Association (SIA) trained.
- Reasonable force means using no more force than is necessary and proportionate in the circumstances, for the shortest possible time, to prevent a learner from causing harm to themselves or others, committing an offence, causing serious damage to property, or seriously disrupting the safe operation of the College.
- The College follows the principles set out in the DfE guidance Restrictive interventions, including the use of reasonable force in schools, recognising that this guidance is principally directed at schools but provides relevant good practice for FE settings.
- Physical intervention must only be used where it is necessary, reasonable and proportionate and where safer, non-restrictive approaches, including de-escalation, have been considered or attempted where practicable. Force must never be used as a punishment.
- The College will take account of the individual circumstances and needs of the learner, including SEND, disability, communication needs, medical needs, trauma, mental health needs and other vulnerabilities, when planning preventative and responsive approaches.
- Any use of force or restrictive intervention must be reported promptly and recorded accurately, including the circumstances leading to the intervention, the nature and duration of the intervention, any injuries or safeguarding concerns, and the actions taken afterwards.
- Incidents must be reported to the DSL or appropriate senior manager in accordance with College procedures. Where an incident raises a safeguarding concern, this must be managed through the College's safeguarding procedures.

- Parents/carers will be informed where appropriate and in accordance with the learner's age, circumstances, College procedures and any relevant safeguarding considerations.
- Following an incident, the learner should be given an appropriate opportunity to discuss what happened and receive support. The incident should also be reviewed to identify any learning, additional support or reasonable adjustments required and to reduce the likelihood of recurrence.
- The welfare, dignity and safety of the learner and others must remain paramount at all times. The College will monitor the use of restrictive interventions to identify patterns, disproportionality, training needs and opportunities to strengthen preventative approaches.

15. Associated Documents

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

- Bullying and Harassment Policy
- Equity, Diversity and Inclusion Policy
- The Health and Safety Policy
- Human Resources Procedures
- The Data Protection Policy
- The IT Acceptable Use Policy
- E-safety Policy
- The Learner Code of Conduct and Behaviour Policy
- The Staff Code of Conduct and Disciplinary procedures
- The College Complaints procedure
- Staff Recruitment and Selection Policy
- Admissions Policy
- External Speakers Procedures
- Restraint guidance
- Whistleblowing Policy
- Work experience guidance
- Safeguarding and Prevent Action Plan at Stanmore College
- Learner Attendance and Punctuality Policy

16. Monitoring and Review

Stanmore College is committed to ensuring that safeguarding arrangements remain effective, up to date, and responsive to local and national priorities.

- Annual Review: This policy is reviewed at least annually by the Governing Body to ensure compliance with Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and the Prevent Duty.

Ongoing Monitoring:

- The Designated Safeguarding Lead (DSL) and Strategic Safeguarding Lead monitor the implementation of this policy through regular case reviews, safeguarding audits, and reporting to the Senior Leadership Team.
- The Safeguarding Action Plan is reviewed half termly and updated as required.
- Safeguarding and Prevent issues, including patterns and trends, are reported to the Governing Body each term.
- Governor Oversight: The Designated Safeguarding Governor meets regularly with the DSL to scrutinise safeguarding arrangements, case management, training records, and compliance with statutory duties.
- Feedback and Learner Voice: Learner feedback on safeguarding is gathered through tutorials, surveys, and focus groups to inform ongoing improvements.
- External Assurance: The College will participate in Local Authority and multi-agency safeguarding audits and will act promptly to implement recommendations.
- Policy Amendments: Updates may be made sooner than the annual review if there are significant changes to legislation, statutory guidance, local safeguarding arrangements, or following a serious case review.

Appendix 1 – Specific safeguarding issues (source: Part 1 and Annex A KCSIE 2026)

Forms of Abuse, Neglect and Exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology can be used to facilitate abuse. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of

emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Racist Incidents/Hate Crime

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

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into

committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

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.

Serious Violence

All staff should be aware of the indicators that learners are at risk from, or involved in, serious violence. Signs may include increased absence from college, unexplained gifts, possession of weapons, or association with gangs. Staff should also be aware of the associated risks of criminal exploitation and county lines.

The College follows the DfE guidance Searching, Screening and Confiscation (2023) when managing concerns about weapons or other prohibited items.

Sharing of Nudes and Semi-Nudes

Creating, possessing, or sharing nudes/semi-nudes is illegal under child protection law, even when images are created consensually. The College follows the DfE guidance Sharing Nudes and Semi-Nudes: Advice for Education Settings working with children and young people (2020).

- Staff must not view or forward such imagery unless unavoidable.
- Any incident must be referred immediately to the DSL.
- The DSL will assess the incident in line with UKCIS guidance, balancing safeguarding with potential criminal implications, and liaise with police and children's social care as appropriate.

Female Genital Mutilation (FGM)

FGM comprises all non- medical procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

In our college we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. 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 learners 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 to personally report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18.

Where it is suspected that a girl is at risk of FGM being undertaken then child protection procedures must be followed.

Further information can be found in: [Multi-agency statutory guidance on female genital mutilation and mandatory reporting of female genital mutilation – procedural information](#)

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. We will confirm the status of every learner care arrangement on admission (or when a learner'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. See links for information on what constitutes private fostering and details of The Children's Act 1989: private fostering.

A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. Local authorities have a duty to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. If you are aware of any learner who you feel maybe being privately fostered, please notify the DSL.

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 at Stanmore college 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.

Parents and Carers

Parents and carers will receive information about keeping learners 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 learners will be asked to access and set out who from the college (if anyone) their learner is going to be interacting with online. Parents have been offered the [following links](#):

- o [Keeping children safe online - https://www.nspcc.org.uk/keeping-children-safe/online-safety/](https://www.nspcc.org.uk/keeping-children-safe/online-safety/)
- o [Thinkuknow - for advice from the National Crime Agency to stay safe online o UK Safer Internet Centre - advice for parents and carers https://www.thinkuknow.co.uk/.](https://www.thinkuknow.co.uk/)
- Mental health support for parents - <https://www.youngminds.org.uk/parent/>

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.

Below are lists of links that will provide further, expert and up to date information from professional organisations.

- Child Sexual Exploitation (CSE)
- Bullying including cyberbullying
- Child missing from Education
- Child missing from home or care
- Contextual Safeguarding
- County Lines Guidance
- Domestic violence
- Drugs
- Educate Against Hate
- Effects of Domestic Violence on Children
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Harmful Sexual Behaviour
- Mental Health
- Mental Health in and behaviour in schools guidance (of use to colleges)
- Missing Children and Adults Strategy
- Modern Slavery & Human Trafficking
- National Information Centre on Children of Offenders
- Private Fostering
- Preventing radicalisation
- Relationship abuse, sharing of nudes, semi-nudes
- Teaching Online Safety
- UK Council for Internet Safety
- When to call the Police

Annex A Further Information – Safeguarding Children in Specific Circumstances (KCSIE 2026)

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work

directly with children should read this Annex. If staff have any concerns about a child's welfare, they should act on them immediately. They should follow the college policy and speak to a member of the safeguarding team.

[Keeping Children Safe in Education Sept 2026 \(Annex A: Further Information P158 – P174\)](#)

Appendix 2 – Stanmore Safeguarding Team

Strategic Safeguarding Lead	Angela Jackson – Deputy Principal, Curriculum, Quality and Innovation
Designated Safeguarding Lead (DSL)	Gayle Brown – Director of Student Services and Safeguarding
Deputy Designated Safeguarding Lead (DDSL)	Shareen Hanson – Head of Student Support
Safeguarding Officer	Stephanie Chittenden – Assistant Principal 16-18
Safeguarding Officer	Catalin Caruntu – Director of SEND and Inclusion
Safeguarding Officer	Bushra Khan – Student Support Team Leader
Safeguarding Officer	Vaishali Amurao – Head of Student Services
Safeguarding Officer	Shweta Sharma – Student Adviser
Safeguarding Officer - Greenwich	Jamie Coyle – Centre Manager
Safeguarding Officer - Beaconsfield	Craig Lewis – Lecturer in Sports

Appendix 3 – Key local contacts for safeguarding children

Harrow Children's Social Care & Multiagency Safeguarding Hub (MASH)	'Golden Number': 0208 901 2690 Emergency Duty Team: weekends, bank holidays and between 5pm-9am during the week: 020 8424 0999
Police	101 or for emergency: 999
FGM – Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Via the golden number: 0208 901 2690 Out of hours: 0208 424 0999 lado@harrow.gov.uk
Children and Young People with Disabilities 0-25 years	020 8966 6481
Local multi-agency procedures, guidance and Training: Harrow Strategic Safeguarding Partnership	www.harrowscb.co.uk/
NSPCC	0800 800 5000
Report Abuse in Education NSPCC Helpline	0800 136 663
Childline	0800 1111
Government's Whistle-blowing Service via NSPCC Report Line	0800 028 0285

Forced Marriage Unit	<p>Tel: 020 7008 0151 From overseas: +44(0)20 7008 0151 (Mon-Fri 9am-5pm)</p> <p>Out of hours: 020 7008 1500 (ask for Global Response Centre)</p> <p>Email: fmu@fco.gov.uk</p>
Support and Advice about Extremism DfE helpline (non- emergency advice for staff and governors)	<p>Tel: 020 7340 7264 Email: counterextremism@education.gsi.gov.uk</p>
Disclosure and Barring Service	<p>Tel: 03000 200 190 Email: customerservices@dbs.gov.uk</p>
Teaching Regulation Authority	<p>Tel: 0207 593 5394 Email: misconduct.teacher@education.gov.uk</p>

In the first instance, contact with external agencies should be made via the DSL, where possible.