

Safeguarding and Prevent Policy

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SAFEGUARDING and PREVENT POLICY

1. Purpose and Scope

Stanmore College is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. Protecting individuals from harm is a shared responsibility: everyone who comes into contact with children or vulnerable adults has an important role to play.

This policy applies to **all staff, governors, volunteers, contractors, and partners** engaged with the College.

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.

a. 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 will fully participate in work to prevent people from being drawn into terrorism.
- To ensure that there are clear procedures to deal with any risks, concerns or disclosures made in regard to Prevent.

b. Roles and Responsibilities

4.1 Role of the Governing Body

The Governing Body of Stanmore College recognises its statutory duty under section 175 of the Education Act 2002 to ensure policies and procedures are in place that safeguard and promote the welfare of learners.

The Governing Body provides strategic leadership for safeguarding and must ensure compliance with legislation and statutory guidance, including Keeping Children Safe in Education (KCSIE). Governors are required to receive safeguarding and child protection training at induction.

The Governing Body has nominated a Designated Governor for Safeguarding and Child & Vulnerable Adult Protection who:

- Works with the Designated Safeguarding Lead (DSL) to ensure governors understand their safeguarding responsibilities.
- Liaises with the DSL, Deputy Principal (strategic safeguarding lead) and Principal on safeguarding matters.

The Governing Body fulfils its responsibilities by:

- Delegating operational responsibility for safeguarding to the Principal.
- Scrutinising regular reports from the DSL.
- Ensuring the safeguarding policy and procedures are reviewed annually, compliant with statutory requirements, and aligned with KCSIE.
- Taking proactive action to ensure compliance with duties regarding safeguarding and Prevent.
- Ensuring a staff Code of Conduct is in place that provides clear expectations of behaviour and conduct
- Ensuring a Designated Safeguarding Lead, with sufficient authority and resources, is appointed to lead safeguarding, support staff, and liaise with the Local Authority and other agencies.
- Ensuring all governors undertake regular safeguarding training.
- Ensuring the Chair of Governors liaises with partner agencies in the event of an allegation against the Principal.
- Ensuring effective filtering and monitoring systems are in place and regularly reviewed.
- Ensuring external organisations using College premises for non-College activities have appropriate safeguarding arrangements in place.

4.2. Role of the Principal

The Principal ensures that safeguarding policies and procedures adopted by the Governing Body are fully understood and implemented by staff.

Through the Senior Leadership Team and Safeguarding Team, the Principal ensures that:

- Policies and procedures are consistently implemented and followed.
- The strategic safeguarding lead, the DSL, Safeguarding Officers, and staff are allocated sufficient time and resources to engage in safeguarding duties (e.g. attending meetings, contributing to assessments).
- Staff and volunteers feel able to raise concerns about unsafe practice in line with the College's whistleblowing policy.
- Safeguarding policies are accessible to parents/carers on request.
- Safer recruitment practices are consistently followed, with all required checks completed.
- The Disclosure and Barring Service (DBS) is informed if staff leave due to safeguarding concerns or potential unsuitability to work with children.

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

The Strategic Safeguarding Lead will:

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

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

The DSL will:

- Refer cases of suspected abuse, neglect, or exploitation to local authority children's social care.
- Provide advice and expertise to staff and liaise with agencies regarding referrals.
- Ensure safeguarding advice, guidance, and provision meet quality standards
- Refer concerns about radicalisation to the Channel programme.
- 11. Provide regular staff updates on emerging local and national issues.
- Report suspected crimes to the police where appropriate.
- Act as the point of contact with HR and the Deputy Principal with the Local Authority Designated Officer (LADO) for allegations against staff.
- Work with IT Services to ensure effective online filtering and monitoring systems.
- Promote engagement with parents/carers, including in challenging circumstances.
- Ensure child protection files are accurate, up to date, and securely maintained.
- Undertake regular appropriate training (at least every two years) and Prevent awareness training.
- Support staff in linking safeguarding with pastoral and academic support.

- Ensure that the requirement for an appropriate adult during police investigations involving children is observed.
- Ensure child protection records are kept securely, separate from academic records, and with controlled access in line with statutory retention guidance.

4.5 The role of All Staff

All staff have a responsibility to safeguard learners by:

- Following the safer recruitment policy and staff Code of Conduct.
- Prioritising safeguarding in all interactions with learners.
- Creating a safe, supportive environment where learners feel valued and listened to.
- Identifying and acting on concerns about abuse, neglect, exploitation, radicalisation, or extremist activity.
- Reporting safeguarding concerns immediately to the Safeguarding Team.
- Promoting learner health, safety, and wellbeing, including embedding safeguarding into curriculum and enrichment activities.
- Attending mandatory safeguarding and Prevent training, briefings, and workshops.
- Challenging inappropriate behaviour, including bullying, substance misuse, or discriminatory comments.
- Exercising “professional curiosity” to identify changes in behaviour, attendance, or wellbeing that may indicate safeguarding concerns.
- Being aware of risks outside the family environment, such as exploitation or peer-on-peer abuse.
- All staff should be familiar with ‘what to do if you are worried if a child is being abused’
- All staff should be aware of the college monitoring and filtering systems and that it is in place to prevent children and young people accessing inappropriate and harmful content online.
- Ensure that they have read and are fully aware of the college safeguarding and prevent policy and KCSIE 2025 - Part One
- All staff have a duty to report any issue in their personal life that may constitute a safeguarding issue, and this should be reported to their manager and HR at the earliest possible opportunity.
- Staff working with children should maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.
- If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow the college’s safeguarding and Prevent policy and speak to one of the Safeguarding Team and also make a referral via MyConcern.

4.6 The Role of HR

Staff Training

- Designated staff receive multi-agency training every 2 years, and their knowledge and skills refreshed regularly.

- The Executive Director of HR and the HR team will undertake specific training with regard to their responsibilities for staff record keeping and recruitment.
- All staff and Governors receive mandatory training as part of their induction, annual refresher training and an annual update including Prevent.
- Ensure all staff have access to relevant policies
- All staff are required to read Keeping Children safe in Education (KCSiE) Part One.
- All staff responsible for the recruitment of staff undertake safer recruitment training and refresher training.
- All staff receive regular online safety and cyber security training.

Safer Recruitment

HR will ensure that

- All reasonable steps are taken to ensure that any person employed, volunteering, or contracted to work with learners is suitable and safe.
- The College has rigorous safer recruitment procedures to reduce the risk of appointing individuals who may pose a threat to children or vulnerable adults.
- The College complies fully with the definition of “regulated activity” as revised under the Protection of Freedoms Act (2012) and as explained in KCSiE 2025, ensuring that Disclosure and Barring Service (DBS) checks and barred list checks are applied appropriately.
- Guidance set out in Keeping Children Safe in Education 2025 regarding the required and optional pre-employment checks for all individuals entering the College workforce is followed.
- Appropriate checks are carried out on staff, volunteers, governors and contractors.
- In compliance with KCSiE 2025, the College maintains a Single Central Record (SCR) that documents all required checks and vetting undertaken prior to appointment and thereafter.
- The SCR is kept up to date and systematically checked
- The SCR is available for inspection by regulatory bodies.
- Notify the DBS when staff are dismissed or leave due to safeguarding risks

For a full description of the recruitment procedures, selection criteria, vetting steps and responsibilities, see the College’s **Recruitment Policy**.

5. Managing Allegations/concerns about staff or volunteers

The welfare and safety of learners at Stanmore College is paramount. Allegations of abuse made against staff, supply staff, volunteers or governors will be dealt with promptly and handled in line with statutory guidance.

We recognise the dual responsibility to protect learners from harm and to ensure that staff subject to allegations are treated fairly and supported throughout the process. Allegations may prove to be substantiated, unfounded, malicious, or false; all will be managed with care, sensitivity, and professionalism.

- Any member of staff who suspects that another member of staff is harming or poses a risk of harm to a learner must report their concerns immediately to the Designated Safeguarding Lead who will also inform the Director of HR and the Deputy Principal

- If the allegation concerns the Principal, the report must be to the Executive Director of HR and the Deputy Principal, who will then inform the Chair of Governors and follow safeguarding procedures.
- Allegations concerning the Designated Safeguarding Lead (DSL) will be managed in line with normal safeguarding procedures.
- All allegations and concerns in relation to staff will be taken seriously including low level concerns.
- Guidance for staff have been produced to ensure staff also keep themselves safe when liaising with learners online during online teaching.

5.1 Low-Level Concerns

In accordance with *Keeping Children Safe in Education 2025*, Stanmore College has a framework for managing **low-level concerns** about staff behaviour.

- A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the College may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, but does not meet the threshold of harm or risk of harm.
- Examples include using inappropriate language with learners, excessive favouritism, or breaching professional boundaries.
- All staff are expected to share low-level concerns with the DSL, and the Director of HR immediately.
- Concerns will be recorded, reviewed, and responded to by the DSL, Deputy Principal and HR, ensuring that patterns are not missed.
- Records of low-level concerns will be kept confidentially and reviewed regularly to safeguard learners and protect staff from false or malicious allegations.

This approach creates a culture of openness and transparency, in which staff feel empowered to raise concerns early and responsibly.

5.2 Referral to the LADO

- The Designated Safeguarding Lead in consultation with the Director of HR and the Deputy Principal will inform the **Local Authority Designated Officer (LADO)** without delay. The College will follow the LADO's guidance and agree a course of action, including how and when the member of staff will be informed.
- The Designated Safeguarding Lead will maintain ongoing communication with the LADO and provide feedback on outcomes.

6. 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 tutorial programme, curriculum and by periodic targeted poster 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 that 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 attend and participate in tutorial sessions designed to raise awareness of issues and concerns covering a variety of themes.

7. Learner Behaviour and Equality of Opportunity

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 that:

- **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.

8. Confidentiality and information sharing

- 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.
- 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.

9. Prevent

PREVENT Procedure: Preventing Radicalisation and Extremism

- All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.
- Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. It can happen in many different ways and settings. The college and its staff have a duty to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). [The Prevent duty: safeguarding learners vulnerable to radicalisation](#) provides guidance for colleges on preventing children and young people from being drawn into terrorism.
- All staff are encouraged to familiarise themselves with the government’s website www.educateagainsthate.com. The website is designed to equip college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.
- The college has a risk assessment process in place for considering and protecting children susceptible to the of radicalisation and extremism. The risk assessment takes into consideration that the internet and use of social media have become major factors in the radicalisation of young people and our college’s Esafety policy and curriculum embeds understanding of these particular risks.
- Our college will help to identify young people at risk and work with local partnership arrangements including the Channel Programme to help support and divert any young people from associated harm: Click here for further guidance [Channel Duty Guidance](#)

Further information on Prevent can be found in [Annex B: Further information taken from \(KCSIE 2025\)](#)

- All staff should be aware of the signs of extremism and report any such concerns via the safeguarding process.
- All concerns will be taken seriously and follow the college’s safeguarding procedures including referring to Prevent or our local contacts as is necessary.
- The Safeguarding team are aware of how to make a referral to Prevent.
- The college will engage with the Channel process as appropriate and attend any Channel Panel meetings if required.
- Online monitoring and filtering will identify key words of a concern and be shared with the safeguarding team.
- The College will not host or permit the use of its premises by extremist groups and will actively work to prevent the distribution of extremist materials. Promoting organisations associated with violent extremism goes against the College’s values and will be treated as misconduct.

a. Whistleblowing

If college staff should with concerns about safeguarding practices within the college where the matter has not been resolved by internal procedures or the Principal can raise concerns to the LADO or see the College's whistleblowing policy

b. Supporting Staff

All employees have access to the Employee Assistant Programme for further support where a situation has been stressful or upsetting or should speak to their line manager or HR where needed.

c. 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.

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 and IT team take responsibility for monitoring systems and reporting concerns. 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 Designated Safeguarding Lead (DSL) has overall responsibility for online safety. The DSL is supported by appropriately trained deputies 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 tutorial and other elements of the curriculum. The College recognises that a one-size-fits-all approach may not be appropriate, and more personalised approaches are taken for those learners with SEND.

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.

13. Associated Safeguarding Procedures

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

13.1. Missing from Education

The College recognises that children missing education (CME) can be both a safeguarding concern and a sign of abuse, neglect, exploitation or other vulnerabilities.

- Any unexplained absence must be investigated immediately, not after 14 days.
- Staff must escalate safeguarding concerns to the Safeguarding Team without delay, even if the absence is short.
- Daily attendance monitoring takes place; first-day contact will be attempted with the learner and their parent/carer.
- If the absence cannot be accounted for within 10 college days, or sooner if there are immediate safeguarding concerns, the Safeguarding Team will make undertake a home visit.
- The safeguarding team may escalate further to police or children's social care if they have concerns for the welfare of the learner.

13.2. Use of Reasonable Force

All staff have a duty of care to protect learners from harm and may, on rare occasions, need to use reasonable force to safeguard learners.

- "Reasonable force" means using no more force than is necessary to prevent learners from hurting themselves or others, damaging property, or causing disorder.
- The College follows the DfE statutory guidance *Use of Reasonable Force in Schools and Colleges*.
- Specific staff will receive training in safe techniques for de-escalation and physical intervention where appropriate.
- Any use of force must be recorded in writing and reported to the DSL, with parents/carers informed as soon as possible.
- The welfare, dignity and safety of the learner must always remain paramount.

13.3. 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.

13.4. 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.

14. Associated Documents

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

- Bullying and Harassment Policy
- Equality 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 and Policy
- Whistleblowing Policy
- Work experience
- Safeguarding and Prevent Action Plan at Stanmore College
- Attendance and Punctuality Policy

17. 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 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: Annex A KCSIE 2025)

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.

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.

Child-on-child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports. 14. All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to: • bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Child Sexual Exploitation (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.

Sexual Harassment 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment is a broad term and it can happen to females, males, others, children and adults.

Where situations of any of the above abuse/harassment occur, learners are encouraged to find someone to speak to and staff must report these concerns immediately to the Safeguarding team. Learners are also encouraged to speak to their teacher to raise their concern as a safeguarding alert. All safeguarding concerns are 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 learners are bystanders it is important to stop and challenge abuse, bullying and sexual harassment by taking immediate action. Counselling and guidance can be provided to learners who need to talk about their feelings and experiences in a safe environment where they will not be judged.

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 (Youth Produced Sexual Imagery – YPSI)

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* (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 arrangements 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.

Mental Health

Our school seeks 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.

All staff should 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 pupils 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.

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, they must immediately speak to the DSL or a deputy DSL.

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 [Parental mental health](#).

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/>
- 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/>.

- [Mental health support for parents - https://www.youngminds.org.uk/parent/](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 \(previously known as Sexting\) \(YPSI\)](#)
- [Teaching Online Safety](#)
- [UK Council for Internet Safety](#)
- [When to call the Police](#)

Annex B Further Information – Safeguarding Children in Specific Circumstances (KCSIE 2025)

Annex B 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. As per Part one of this guidance, 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 2025](#) (Annex B page 14)

Appendix 3 - Key local contacts for safeguarding children

Harrow Children's Social Care & Multiagency Safeguarding Hub (MASH)	'Golden Number': 020 8901 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)	Initial referrals via MASH/Golden Number above. (For on-going cases: 020 8736 6435)
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	Tel: 020 7008 0151 From overseas: +44(0)20 7008 0151 (Mon-Fri 9am-5pm) Out of hours: 020 7008 1500 (ask for Global Response Centre) Email: fmufco.gov.uk
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	Tel: 020 7340 7264 Email: counterextremism@education.gsi.gov.uk
Disclosure and Barring Service	Tel: 03000 200 190 Email: customerservices@db.gov.uk

Teaching Regulation Authority	Tel: 020 7593 5392 Email: misconduct.teacher@education.gov.uk
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In the first instance, contact with external agencies should be made via the DSL, where possible.