



Newbury College

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The Safeguarding Policy

**This document can be made available in other formats,
on request**

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1. Key Contacts

1.1 College's contacts

	Role	Name and Contact
Designated Safeguarding Lead (DSL)	Deputy Principal	Fadia Clarke f-clarke@newbury-college.ac.uk 01635 845210
Deputy Designated Safeguarding Lead – students (DDSL)	Learner Services Manager	Ben Broyd b-broyd@newbury-college.ac.uk 01635 845281
Deputy Designated Safeguarding Lead – staff (DDSL)	Head of HR Services	Cathy Wright c-wright@newbury-college.ac.uk 01635 845209
Safeguarding Governor(s) – Corporation Board	Governor(s)	Jane West & Sue Wood j-west@newbury-college.ac.uk 01635 845 411
Safeguarding Officers (SG Officer)	Post 16 Safeguarding Officer Pre 16 Safeguarding Officer	Tina Cordova t-cordova@newbury-college.ac.uk Debbie Houghton d-houghton@newbury-college.ac.uk 01635 845269

1.2 Other members of the safeguarding team:

- A designated Curriculum Manager
- High Needs Transition Manager
- College Counsellor
- Work Based Learning Manager

1.3 Safeguarding and Security Responsibilities

- Contracts Manager
- Health and Safety Officer

1.4 For Key Contacts within West Berkshire Local Authority, see Appendix 1

Berkshire LSCB Procedures: <http://berks.proceduresonline.com/>

Key Contacts within the Local Authority

Berkshire LSCB Procedures: <http://berks.proceduresonline.com/>

2. Purpose

2.1 Newbury College takes seriously its responsibility to protect and safeguard the welfare of children, young people and vulnerable adults in its care. The purpose of this College Safeguarding Policy is to provide a clear direction to staff and others about expected behaviour when dealing with safeguarding and child protection issues. The intention of this policy is to make explicit the College's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of all children, young people or a vulnerable adult. This policy applies to all students, staff, governors, volunteers, contractors, subcontractors and visitors to Newbury College, irrespective of age, gender, ethnicity and disability.

2.2 Newbury College recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

2.3 This policy links with Berkshire Local Safeguarding Children Board child protection procedures. These procedures can be found by clicking on the following link:
<http://berks.proceduresonline.com>

2.4 Keeping children, young people and vulnerable adults safe in education Acts:

- 'Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children, young people and vulnerable adults from maltreatment; preventing impairment of health or development; ensuring they develop in circumstances consistent with the provision of safe and effective care; and taking action to enable all children, young people and vulnerable adults to have the best outcomes,' (Keeping Children Safe in Education, Sept 2016) (KCSIE, Sept 2016).
- Section 175 of the Education Act 2002 places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children. Working Together to Safeguard Children 2015 Part 2 of 'Keeping Safe in Education' Sept 2016 sets out the responsibilities of Governing Boards, including the need to remedy without delay any deficiencies or weaknesses in regards to child protection arrangements that are brought to the attention of the College Management or Governing Body.
- Section 11 of the Children Act 2004 sets out the arrangements that the College must make to promote the welfare and safeguarding of children, young people and vulnerable adults. 'All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff play an important part in safeguarding individuals from abuse and neglect by early identification of those who may be vulnerable or at risk of harm and by educating students about managing risks and improving their resilience through the curriculum. The College must create and maintain a safe environment for children, young people and vulnerable adults and should manage situations where there are welfare concerns'. 'Safeguarding is everyone's responsibility and should be a child centred approach'. (Working Together, 2015).

2.5 Elements of a safeguarding policy

There are five main elements to this safeguarding policy:

- a. Practising Safer Recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels.
- b. Establishing a safe environment in which everyone can learn and develop. This can be achieved by the creation of a positive College atmosphere and with teaching and pastoral support which supports a safe environment.
- c. Providing protection by following agreed procedures through ensuring staff are trained and supported to respond appropriately and sensitively to protection concerns, raising awareness of protection issues, and equipping students and staff with the skills needed to keep them safe.
- d. Following procedures for identifying and reporting cases, or suspected cases, of abuse and offering support to students who may be at risk of, or vulnerable to, violent and non-violent extremists or terrorist narratives.
- e. Support to those who may have been abused.

For understanding the terminology used in this policy, refer to 2

3. Safeguarding Policy

3.1 Newbury College recognises that for all students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse and extremism; therefore everyone who comes into contact with children, young people and vulnerable adults and their families and carers has a role to play in safeguarding. College staff are particularly important as they are in a position to identify concerns early and provide help for those at risk. College staff form part of the wider safeguarding system. For services to be effective, they should be based on a clear understanding of the needs and views of children, young people and vulnerable adults. (Working Together to Safeguard Children, March 2015). In order for staff to fulfil their safeguarding responsibilities, they should make sure that their approach is person-centred and consider what is in the best interests of the individual. Everyone who comes into contact with children, young people and vulnerable adults has a responsibility and a role to play in identifying concerns, sharing information and taking prompt action (KCSIE, Sept 2016).

3.2 The College will therefore:

- ✓ Ensure there is a Designated Safeguarding Lead (DSL), a Deputy Designated Safeguarding Lead (DDSL) and a Safeguarding Governor, (refer to section 1). All members of safeguarding team will be trained up to Level 3 Safeguarding and have a refresher training every year. The Designated Safeguarding Lead will play an effective role in pursuing concerns and protecting children, young people and vulnerable adults. All staff and other adults working within the College will be trained in the procedures where they are concerned about the safety of an individual. A full description of the duties of a DSL can be found in part One KCSIE, Sept 2016, (refer to Appendix 4).
- ✓ Ensure there are safeguarding policies and procedures in place which are reviewed annually. The DSL will provide an annual report to the College's Governing Body setting out how the College has discharged its duties to students and staff. Also there will be a termly report to CMT and a weekly report to SMT. The DSL will ensure there are regular safeguarding meetings / committees responsible for leading on and reviewing all safeguarding related data, reports, policies and procedures.
- ✓ Ensure that all staff abide by the College's Professional Code of Conduct where safeguarding children, young people and vulnerable adults is at the heart of their duties. Staff know how to respond with clear boundaries about what is safe and acceptable and they seek to understand triggers for behaviours. Staff are encouraged to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- ✓ Ensure through College inductions, marketing materials and VLE systems, that students and staff know the staff within the College whom they can approach if they are worried or in difficulty. This will establish and maintain an environment where students and staff feel safe and secure and are encouraged to talk, and where any concerns are listened to.
- ✓ Ensure all College staff are able to identify children, young people and vulnerable adults who may benefit from early help and their role in it. This includes identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment.
- ✓ Ensure the College takes into account whether or not it meets spiritual, moral, social, cultural, suitability of staff, premises and accommodation standards.

- ✓ Ensure positive behaviour is promoted consistently through the College's Student Code of Conduct policy. Staff use effective de-escalation techniques. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the individual and those around them. All incidents are reviewed, recorded and monitored and the views of the students are sought and understood.
- ✓ Have a responsibility and be aware of the signs of abuse and neglect so staff can identify those who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. This will be achieved by all staff being aware of the main categories of abuse: Physical, Emotional, Sexual and Neglect, (refer to Appendix 5). In addition, all staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Staff should be aware that behaviour linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. All staff then have a responsibility to take appropriate action, working with other services as needed and use the College's Student Code of Conduct policy for guidance.
- ✓ Ensure that any risks associated with children, young people or vulnerable adults offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), going missing, being vulnerable to radicalisation or being sexually exploited are known by the professionals and adults who care for them and the information is shared with the local authority children's social care service, Contact, Advice & Assessment Service (CAAS) or other relevant agencies. The College should ensure that there are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate, (refer to Appendix 5 for further information on specific safeguarding issues).
- ✓ Ensure all staff members are aware of the systems within the College which support safeguarding and these should be explained to them as part of their induction. Staff understand the risks posed by adults or students who use technology, including the internet, to bully, groom, radicalise or abuse children or students. They have well-developed strategies in place to keep children, young people and vulnerable adults safe and to support them to develop their own understanding of these risks, learning how to keep themselves and others safe. Managers oversee the safe use of technology and take action immediately if they are concerned about bullying or well-being.
- ✓ Ensure that any child protection and/or safeguarding concerns are shared immediately with the relevant local authority, Contact, Assessment and Advice Service (CAAS) and/or the police. If a child, young person or vulnerable adult is in immediate danger or is at risk of harm, a referral will be made to CAAS and/or the police immediately.
 - a) Staff will need to refer the concern immediately to the Designated Safeguarding Lead or any member of the Safeguarding team who will take immediate action. However, any staff member can make a referral to CAAS.
 - b) Where the concern is an allegation about a member of staff, or another type of external safeguarding issues affecting children, young people or vulnerable adults, the matter should be referred immediately to either the Head of HR (DDSL) or the Designated Safeguarding Lead (DSL), who in turn will take immediate actions and ensure the relevant local authority, CAAS and/or the police are informed.

- ✓ Ensure all concerns, discussions and decisions made and the reason for those decisions are recorded in writing. If in doubt about the recording requirements, staff should discuss with the DSL. Written records are made in a timely way and held/sent securely where adults working with children, young people and vulnerable adults are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, without consent, (refer to West Berkshire Council's Information Sharing Flowchart for full guidance on information sharing, Appendix 6).
- ✓ Ensure a record of referral is retained and there is evidence that any agreed action following a referral has been taken promptly to protect the individual from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism, FGM or that they have sought additional advice and support. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of, or actual, harm to a child, young person or vulnerable adult. If in doubt, the DSL will contact CAAS for consultation and advice.
- ✓ Ensure there is a written plan in place that has clear and agreed procedures to protect a child, young person or a vulnerable adult. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the actions to be taken if a professional working with the child has further concerns or information to report. The DSL will ensure that staff have the skills and knowledge necessary to keep Looked After Children (LAC) safe. All staff should have an awareness of issues around safeguarding Looked After Children as the most common reason for children becoming looked after is as a result of abuse and/or neglect
- ✓ Ensure well-coordinated responses are in place which reduce the harm or risk of harm to children who go missing. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children, (refer to Appendix 7 for reporting missing children procedure).
- ✓ Ensure that tutorials equip students with the skills they need to stay safe from all forms of abuse such as bullying (including cyber bullying), sexting, peer on peer abuse, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory behaviours are challenged and help and support are given about how to treat others with respect. The College has a stand-alone Single Equality Duty policy, committee and action plan. Include in the curriculum, as appropriate, material which will help develop realistic attitudes to the responsibilities of adult life. The College has a stand-alone Tutorial policy, committee and action plan.
- ✓ Ensure where possible, that every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
- ✓ Ensure the College contributes to a multi-agency approach, working in line with statutory guidance (*Working Together to Safeguard Children*, March 2015). The College also works with social care, CAAS, the police, health services and other services to promote the welfare of children, young people and vulnerable adults and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide additional support, subject to child protection plans. The College allows access for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to

conduct, or consider whether to conduct a section 17 assessment or a section 47 enquiry (Children Act 1989). As part of meeting an individual's needs, it is important for the safeguarding team to recognise the importance of information sharing between professionals and local agencies. Data protection fears do not place a barrier to information sharing, as the safety of the child, young person or vulnerable adult is paramount. Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent sexual exploitation.

- ✓ Ensure appropriate action is taken when students stop attending the setting. The College has a stand-alone Student Code of Conduct policy, daily attendance report and half termly attendance panels.
- ✓ Ensure the College practises safer recruitment by robustly checking the suitability of staff, contractors and volunteers who work with children, young people and vulnerable adults to ensure that those who are unsuitable to work with them are not employed, ensuring that all statutory requirements are adhered to. There is monitoring to prevent unsuitable people from being recruited.
- ✓ Ensure that all subcontractors' safeguarding arrangements are checked as part of the due diligence. Partners and subcontractors are required to notify Newbury College if they identify anything under the terms of this policy. Newbury College Safeguarding team then work with the partner/subcontractor to investigate and deal with the issue.
- ✓ Ensure all staff and carers have access to a copy of and understand the written procedures for managing allegations of harm to a child, young person or a vulnerable adult. Staff know how to recognise that children, young people or vulnerable adults are capable of abusing their peers. The DSL ensures that allegations of peer on peer abuse are investigated and dealt with. Students and staff know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children. The DSL will ensure that there is a procedure in place to handle allegations against teachers, managers and leaders, volunteers and other staff. Such allegations should be referred to the designated officers at the College and where appropriate to the local authority by the appropriate person (set out in Part 4 of KCSIE, Sept 2016). The College has a stand-alone Complaints policy and Whistle Blowing policy.

4. Statutory framework

This policy is in line with guidance from the following legislation and statutory guidance:

- a. The Children Act 1989 & Section 11 of the Children Act 2004
- b. The Education Act 2002 (Section 175)
- c. The Education (Pupil Information) (England) Regulations 2005
- d. Dealing with Allegation of Abuse Against Teachers and Other Staff (2011)
- e. Working Together to Safeguard Children (March 2015)
- f. Keeping Children Safe in Education (Sept 2016)
- g. Inspecting safeguarding in early years, education and skills settings, 2015, Ofsted
- h. Berkshire LSCB Child Protection Procedures
<http://berks.proceduresonline.com/index.htm>
- i. What To Do If You're Worried a Child Is Being Abused
- j. Prevent Within Schools, a toolkit for schools May 2015

Copies of the above can be accessed from West Berkshire's Education Portal on the 'Safeguarding in Schools' page: www.westberkseducation.co.uk

5. Roles and responsibilities

5.1 All adults working with, or on behalf of, children, young people and vulnerable adults have a responsibility to protect them. There are, however, key people within the College and the Local Authority who have specific responsibilities under child protection and / or safeguarding procedures. The names of those carrying out these responsibilities for the current year are listed in section 1 (Key Contacts) of this document.

5.2 Designated Safeguarding Lead (DSL)

- It is the role of the DSL to ensure that all of the safeguarding procedures are followed within the College, and to make appropriate, timely contact with CAAS and the Prevent Officer at Thames Valley Police, in cases of suspected extremism and radicalisation under the Prevent Strategy, in accordance with College procedures, see appendix 8. If a student resides out of the West Berkshire area, it is the responsibility of the DSL to make contact with the appropriate child protection team for that authority and follow their procedures on how to make a referral. If, for any reason, the DSL is unavailable, a Deputy Designated Safeguarding Lead (DDSL) is identified who will act in the absence of the DSL, see section 1. Additionally, it is the role of the DSL to ensure all staff employed, including temporary staff and volunteers within the College, are aware of the College's internal safeguarding procedures, to advise staff on safeguarding related matters and to offer support to those requiring this.
- The DSL provides an annual report for the Governing Body detailing any changes to the policy and procedures, the training undertaken by all staff and governors and other relevant issues. The DSL will ensure the College completes the Annual Audit of Safeguarding in Schools developed by the LA. The purpose of the Annual Audit of Safeguarding in Schools is to keep the LSCB updated on how organisations in the authority are managing their statutory responsibilities to safeguarding. The findings of the audit will then be reported to West Berkshire Local Safeguarding Children Board (LSCB).
- The Lead Officer in Education for Safeguarding, Prevent Lead in Education, and the Education Welfare & Safeguarding Officer, see Appendix 1, are available to offer advice and support around safeguarding and procedural issues. Specific training is provided for the College's DSL and / or an assigned Safeguarding Officer.
- The DSL will be responsible for addressing any barriers to effective inter-agency working and will report to the Principal when it has an effect on safeguarding children, young people or vulnerable adults.

5.3 Governing Body responsibility in safeguarding

- Newbury College ensures all new governors are aware of Part 2 of 'Keeping Children Safe in Education' (KCSIE). This sets out the responsibilities of the Governing Body in relation to safeguarding children, young people and vulnerable adults to ensure they comply with their duties under legislation. Governors take regard to this guidance to ensure that the policies, procedures and training in the College are effective and comply with the law at all times.
- The Governing Body nominates a governor to take the lead in overseeing Safeguarding and Child Protection within the College. This governor is known as the Safeguarding Governor, see section 1.

5.4 Safeguarding Governor

- The Safeguarding Governor ensures a member of the Senior Management Team is designated as the Safeguarding Lead (DSL) and that there are arrangements for a Deputy Designated Safeguarding Lead (DDSL). The Safeguarding Governor also ensures both representatives have appropriate training and that all College staff have the skills, knowledge and understanding necessary to keeping looked after children (LAC), young people and vulnerable adults in a safe way, by monitoring the level of training and rate of participation.
- The Learner Services Manager in the role of the Designated Teacher for LAC works with the Virtual School Head to discuss how best Pupil Premium funding can be used to support the progress of looked after children (LAC) in the College and meet their personal education plan (PEP).
- The Safeguarding Governor oversees the Safeguarding Policy to ensure it describes procedures which are in accordance with government guidance and refers to locally agreed multi-agency procedures put in place by the Local Safeguarding Children Board (LSCB), see Appendix 9. The Safeguarding Governor ensures that the safeguarding policy is updated annually (as a minimum), and is available publicly either via the College website or by other means.
- The Safeguarding Governor ensures there are other effective and appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children, young people and vulnerable adults' welfare. These include:
 - an effective Child Protection & Safeguarding Policy is in place and is approved by the Governing Body on an annual basis (and as and when other updates occur)
 - a staff code of conduct (Professional Code of Conduct) is available which, amongst other things includes acceptable use of technologies, staff/student relationships and communications including the use of social media
 - the College is adopting recruitment procedures that help deter, reject or identify people who might abuse children, young people and vulnerable adults
 - the College takes a proportional risk based approach to the level of information that is gathered on temporary staff, volunteers, contractors and those awaiting DBS clearance.
 - the College acts reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

This above is not intended to be an exhaustive list.

- The Safeguarding Governor oversees that the DSL and DDSL put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. The **Government Missing Persons Strategy** and the department's **Children Missing Education Statutory Guidance for local authorities** guidance provides information that governing bodies and proprietors might find useful when considering children who go missing from education, see Appendix 7.

- The Safeguarding Governor oversees the Principal and Deputy Principal in their duty of ensuring that the above policies and procedures are adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, and are followed by all staff.
- The Safeguarding Governor meets with the Designated Safeguarding Lead(s) regularly in order to understand:
 - how the relevant policies connected with Safeguarding and Safer Recruitment are being implemented
 - the challenges and issues that the College staff are managing in order to ensure that children, young people and vulnerable adults are kept safe at all times
 - how Safer Recruitment is being practised and recorded
- The Safeguarding Governor achieves the above by monitoring the below:

Training

- Training undertaken by both staff and governors is in line with advice from the Local Safeguarding Children's Board (LSCB). Safer Recruitment and all required training is compliant and meets the required standards
- The Safeguarding Governor and other governors undertake relevant induction and refresher safeguarding and child protection training throughout their term of office as a governor
- The Safeguarding Governor completes Level 1 Universal Safeguarding Training Induction
- At least one member of the Governing Board is Safer Recruitment trained.

Single Central Record

- Ensures that all governors have completed DBS checks which are recorded on the Single Central Record
- The Single Central Record details of staff and other volunteers is current, complete and compliant

Governing Body Meetings

- Safeguarding is an agenda item at Governing Body meetings
- The Annual Safeguarding Audit has been returned to the LA in a timely manner and is reported upon at a relevant Governing Body meeting by the Lead Safeguarding Officer.

6. Procedures

- 6.1 Staff are kept informed about safeguarding and Prevent responsibilities and procedures through induction, briefings and ongoing awareness training. There may be other adults in the College who rarely work unsupervised, more usually working alongside members of the College staff e.g. contractors. The Principal and Deputy Principal will ensure they are aware of the College's policy and the identity of the Designated Safeguarding Lead.
- 6.2 Any member of staff, volunteer, contractor or visitor to the College who receives a disclosure of abuse, an allegation or suspects that abuse or extremism and/or radicalisation, or female genital mutilation (FGM) may have occurred should report it immediately to the DSL or in their absence, the DDSL, see section 1. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. There is a mandatory reporting requirement for health, teaching, and social care professionals to report cases of FGM to the police.

- 6.3 The DSL or their Deputy will immediately refer cases of suspected or actual abuse or allegations to West Berkshire's CAAS for West Berkshire cases or the appropriate local authority where the child, young person or vulnerable adult lives outside West Berkshire. If the incident of abuse actually occurred within the West Berkshire boundary it will be referred to West Berkshire CAAS, see Appendix 1. In cases where a student may be vulnerable to or exhibiting, extremist views the DSL or their Deputy will also refer cases to the Prevent Officer at Thames Valley Police, as well as making a 'contact' to CAAS, see Appendix 8.
- 6.4 The DSL or Deputy will follow the most up to date contact and referral procedures for West Berkshire's CAAS. To decide whether a 'Contact' with CAAS is appropriate, the DSL or Deputy will telephone CAAS on the Dedicated Professionals number: 01635 503190. Once this is determined, all Contacts to CAAS will be made by telephone on 01635 503190 where the Contact will be screened by a social worker. As part of the CAAS screening process, a decision may be taken by CAAS for a case to be passed to the Multi Agency Safeguarding Hub (MASH). This is an additional multi agency information gathering process to enhance the current service provision of CAAS. MASH will be co-located with CAAS and the MASH process will assist in the early identification of safeguarding concerns.
- 6.5 Where there is a child protection concern, allegation or disclosure, a phone call will immediately be made to CAAS (or Emergency Duty Team if outside office hours) to alert them to the situation. Delay in referring cases immediately may place the child, young person or vulnerable adult at further risk and may prevent CAAS from putting in place timely, protective measures for them. In the event of a Prevent concern or allegation, a phone call will also be made to the Prevent Officer at Thames Valley Police.
- 6.6 If it is decided that the contact does not meet the thresholds for CAAS, advice will be provided by the social worker as to whether there is a role for targeted intervention/early help services. The Threshold Criteria for WBC Children's Services can be found at [Threshold Criteria for WBC Children's Services](#)
- 6.7 In cases where the child, young person or vulnerable adult resides outside West Berkshire, the DSL will be familiar with referral processes for the child protection team in the home authority.
- 6.8 The College will always undertake to share intentions to refer a student to CAAS with the parents or carers unless to do so could place the child, young person or vulnerable adult at greater risk of harm or impede a criminal investigation. On these occasions, the College will take advice from CAAS and/or the Police.
- 6.9 A statement in the College prospectus and on the College website will inform parents and carers about our College's duties and responsibilities under child protection and safeguarding procedures. This policy will be made freely available to parents and carers on the College's website and in hardcopy, on request.

7. Training and support

- 7.1 Training is kept up to date through an annual refresher. The DSL ensures that all staff members undergo safeguarding training at induction. In addition, key staff receive regular safeguarding training up to level 3 and updates (e.g. via email, e-bulletins, staff meetings), as required but at least annually, to provide them with relevant skills and knowledge to safeguard children, young people and vulnerable adults effectively. This will also include Prevent training, to ensure that staff have the necessary training that gives them the knowledge and confidence to identify children, young people and vulnerable adults at risk of

being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. This includes agency and temporary staff.

- 7.2 All staff, students, temporary staff and regular visitors to the College are told where the policy is kept, given the name of the DSL and informed of the College's procedures in reporting concerns.
- 7.3 The DSL, nominated DDSL and all members of the safeguarding team will complete Level 3 Safeguarding qualification. This will be recorded on staff training records and monitored by the DSL.
- 7.4 Where there are concerns and queries about child protection, support will be available for staff from the DSL and the Deputies. The DSL will seek support from the Principal, Prevent Officer and appropriate local authority staff where needed.

8. Professional confidentiality, records and monitoring

- 8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, young people and vulnerable adults particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the individual. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret. Where there is a safeguarding concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by the appropriate authorities. Students can be reassured that only the people who 'need to know' will be informed, that this will be the minimum necessary and that information will not become common knowledge.
- 8.2 Staff will be informed of relevant information in respect of individual cases regarding safeguarding on a 'need to know' basis only. Where information is shared with appropriate staff, they must maintain the confidentiality outlined above.
- 8.3 Well-kept records are essential to good safeguarding practice. The College is clear about the need to record any concerns held about a student at the College, the status of such records and when these records should be passed over to other agencies.
- 8.4 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, giving the date, time and location. All records will be dated, signed and will include the action taken. Making the record should not delay referring the disclosure to the DSL or appropriate authority.
- 8.5 These notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way, notes must be kept of any student who is being monitored for safeguarding reasons.
- 8.6 If a student transfers from the College, these files, where appropriate, will be forwarded to the new provider marked 'confidential' and for the attention of the organisation's DSL.
- 8.7 The DSL will have oversight of the College's record management policy to ensure that issues around safeguarding records are addressed appropriately.

9. Attendance at child protection and safeguarding meetings

- 9.1 The DSL will ensure that the College is represented and a report is submitted to any Child Protection Conference or Team Around the Child meeting called for students on their College roll or previously known to them. If the DSL is unable to attend, it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns.
- 9.2 The College should be part of core groups for children subject to child protection plans. Core Groups meet regularly to review and update Child Protection Plans, and the DSL will ensure that the College is represented at these meetings and that records of the meetings are kept. When a student is made subject to a Child Protection Plan, it is the DSL's responsibility to ensure that the child is monitored regarding their College attendance, welfare, presentation and achievement. The lead professional will be informed if there is an unexplained absence of two or more days of a student who is subject to a Child Protection Plan.
- 9.3 The College will engage with CAAS, Child Protection Conferences, Core Group Meetings and Team Around the Child meetings as appropriate. If the DSL is unable to represent the College, the DDSL or in the absence of either of the above, the most senior member of staff will be asked to represent the College.

10. Students at risk

- 10.1 The College recognises the importance of identifying vulnerable students that may be at risk of abuse, or that may have additional support needs. The College recognises that a student may be classed as vulnerable for a variety of reasons and this may not be permanent.
- 10.2 The College recognises the following as vulnerable groups (although not exclusively):
- Students with Special Educational Needs
 - Students with emotional/behavioural/attachment disorders
 - Students with caring responsibilities or classified as a young carer
 - Looked after children and those subject to private fostering arrangements
 - Students missing education/low attendance
 - Students dealing with issues around domestic abuse
 - Students from Gypsy, Roma, Traveller communities
 - Students experiencing bereavement
 - Students in receipt of FSM or PPG
 - Students at risk from neglect; physical; sexual and emotional abuse
 - Students with disabilities
 - Students at risk of exclusion
 - Students at risk from bullying, including online bullying and prejudice-based bullying
 - Students at risk of peer on peer abuse
 - Students at risk from the impact of new technologies on sexual behaviour, for example sexting
 - Female students at risk of female genital mutilation (FGM)
 - Students at risk of being drawn into terrorism and radicalisation
 - Students at risk of exploitation, sexual exploitation and trafficking
 - Students at risk of honour based violence or forced marriage
 - Students affected by substance misuse (drugs, alcohol)
 - Students affected by mental health issues
 - Students affected by faith abuse

- Students affected by gender-based violence or violence against women and girls
- Students affected by fabricated or induced illness
- Students affected by issues around bullying
- Students affected by crime
- Students affected by gang activity
- Students affected by issues relating to gender identity or sexuality (LGBT).

10.3 The College will recognise vulnerable students and support them through:

- a) The curriculum to encourage self-esteem and self-motivation
- b) The College ethos which promotes a positive, supportive and secure environment and which gives all a sense of being respected and valued.
- c) The implementation of the College's behaviour management policies
- d) A consistent is established by consistently upholding:
 - The Student Code of Conduct
 - The Respect Campaign
- e) Regular liaison with other professionals and agencies that support the student and their families
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the student's best interest to do so
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations
- h) Recognition that, statistically, students with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with students with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse
- i) Recognition that in a home environment where there is domestic violence, drug abuse or alcohol abuse, individuals may also be vulnerable and in need of support and/or protection.

10.4 The College recognises it may be the only stable, secure and predictable element in the lives of vulnerable children, young people and vulnerable adults and that whilst at College their behaviour may still be challenging and defiant or they may be withdrawn.

11. Pre 16 students

11.1 The College recognises the vulnerability of its youngest students (Pre16 students) and therefore implements additional measures to review and monitor their safety. Pre 16 students wear a blue top to identify them within the College premises and in class / workshops. Every day, all Pre 16 students sign in at 9:00 and out at the end of the day. In addition, the Pre 16 Safeguarding Officer (SG) completes a daily visual spot check that all Pre 16 students are in classes / workshops at 11:30, 1:30 and 3:30. If a Pre 16 student fails to attend the College by 9:15 on a day of learning or is reported as not in his or her expected classroom / workshop by a teacher, an investigation is immediately launched by the Pre 16 SG Officer. If the Pre 16 student is not located within a maximum of two hours, the emergency procedure outlined in Appendix 7 is set in motion.

11.2 Newbury College provides a designated and identifiable area (Pre 16 zone – room 144) for the sole use by the Pre 16 students. All Pre 16 students are supported by a dedicated Pre 16 Safeguarding Officer and a Pre 16 Learning Support Mentor to ensure care and support are provided for all 14 to 15 years old students whilst they are in learning at Newbury College.

- 11.3 All Pre 16 classrooms and areas of learning are risk assessed by the Pre 16 Safeguarding Officer using a specially developed RAG rated risk assessment that aims to identify any potential concerns that may arise whilst students are in learning.
- 11.4 All Pre 16 students aged 14 and 15 years can enrol on dedicated programmes, such as Pre GCSE or GCSE Programmes, aimed at 14 to 18 year old students only. All Pre 16 students aged 15 years, turning into 16 years of age, have the choice of enrolling on either Pre / GCSE programmes or one of the cross-college vocational courses.
- 11.5 Any students aged 15 years on vocational courses that may have over 19 year old students will be assigned a dedicated learning mentor in class to monitor their safety and provide support. Adults on such courses will be subject to a formal interview with the Pre 16 Safeguarding Officer and the curriculum manager of the course to discuss professional and behavioural expectations towards Pre 16 students. Teachers of those courses undergo a bespoke 'Pre 16 Safety in class' training programme aimed at raising awareness of the potential risks, referral procedures and tackling concerns for the 14 to 16 age group.

12. E-Safety

- 12.1 The College believes that the use of information and communication technologies brings great benefits. However, dealing with potential e-safety issues need to be planned to ensure there is appropriate, effective and safer use of electronic communications across all of the College's on-line services and access methods. All members of staff will be trained in and receive regular updates in e-safety to recognise and report concerns. The College participates in the 'UK Safer Internet' check established by the DfE to ensure children, young people and vulnerable adults are safe from terrorist and extremist material when accessing the internet, including when establishing the College appropriate levels of filtering
- 12.2 Children, young people and vulnerable adults may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The College therefore, recognises its responsibility to teach the appropriate behaviours and critical thinking skills to enable students to remain both safe and legal when using the internet and related technologies.
- 12.3 The College has an e-safety policy (including on-line safety) for staff and students which should be considered in line with this policy. Newbury College has appropriate filters and appropriate monitoring systems in place. Care is taken to not 'over block' leading to unreasonable restrictions with regards to online teaching and safeguarding.
- 12.4 The Safeguarding Team periodically monitor the search engine filtering for any evidence of Prevent or Safeguarding materials. Any findings of concern are forwarded to the relevant Safeguarding Officer who deals with the related concerns.
- 12.5 Photographs, video and electronic images of students and staff are classed as personal data under the Data Protection Act 1998. The College has a separate policy that covers in detail the use of images and should be considered in line with this policy.

13. Safe recruitment

- 13.1 Keeping Children Safe in Education, Sept 2016 sets out clear guidance for schools which is adhered to at this College. The College will comply with the guidance set out in Part 3 of Keeping Children Safe in Education, Sept 2016. The safer recruitment policy also contains detailed information about recruitment and selection procedures for staff and volunteers.
- 13.2 The recruitment process in the College is robust in seeking to establish the commitment of candidates to support the College's measures to safeguard individuals and to identify, deter or reject people who might pose a risk of harm to others or are otherwise unsuited to work with them.
- 13.3 The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties an applicant is employed/volunteers to do in College. For most, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in student related activity.
- 13.4 Types of check
- 13.4.1 Disclosure and Barring Service (DBS) checks
- Three types of DBS checks are referred to in this guidance:
- Standard: this provides information about convictions, cautions; reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;
 - Enhanced: this provides the same information as a standard check, plus any additional information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and
 - Enhanced with barred list check: where people are working or seeking to work in regulated activity with children, young people and vulnerable adults. This allows for an additional check to be made as to whether the person appears on the children's barred list.
- 13.4.2 All staff working within the College, who have substantial access to children, young people and vulnerable adults, have been checked as to their suitability to work within the College. This included verification of their identity and qualifications, satisfactory references, a satisfactory barred list check, an enhanced DBS check, a right to work in the UK check, and additional overseas checks for those who have lived or worked abroad. For teachers, an additional check has been carried out to ensure they are not prohibited from teaching. Governors have a DBS check and it will be the responsibility of the College to apply for the certificate if a Governor does not have one. Governors who also undertake regulated activity must have an Enhanced DBS with barred list check. A check of any prohibition orders will be carried out using the Teacher Services System to see if there is a prohibition order which would prevent a person from carrying out teacher work in the College.
- 13.4.3 Once the DBS checks are complete, the DBS will send a certificate (the DBS certificate) to the applicant. The applicant must show the original DBS certificate to their potential employer before they take up post or as soon as practicable afterwards. Where the College allows an individual to start work in regulated activity before the DBS certificate is available, the College ensures that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

- 13.4.4 All appointments are verified by Head of HR Services who has undergone Safer Recruitment training.
- 13.4.5 A Single Central Record of employment checks is held by the College and checked termly by the Head of HR Services. The Single Central Record must cover the following people:
- All staff (including temporary staff, and teacher trainees) and those providing education to children aged under 18.
 - All others who work in regular contact with children under 18 in the College, including volunteers, contractors and agency staff.
- 13.4.6 The information that is recorded in respect of staff members (including teacher trainees) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- An identity check
 - A barred list check
 - An enhanced DBS check/certificate
 - A prohibition from teaching check
 - Further checks on people living or working outside the UK
 - A check of professional qualifications, and
 - A check to establish the person's right to work in the United Kingdom.

13.5 Pre-appointment checks

13.5.1 All new appointments

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, is conditional on satisfactory completion of the necessary pre-employment checks. When appointing new staff, the College will:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks that may be considered appropriate, including EEA teacher sanctions and restrictions;
- verify professional qualifications, as appropriate
- for teaching staff; carry out a Teacher Services System check to ascertain award of QTS, completion of teacher induction, and whether the person has any prohibitions, sanctions or restrictions issued by the Secretary of State

- seek references on candidates, including internal ones, so that any issues of concern they raise can be explored further with the referee and taken up with the candidate

13.5.2 Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment. There is no requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked:

- in a school in England in a post which brought them into regular contact with children or young persons in any post in a school since 12 May 2006; or
- in an institution within the further education sector in England or in a 16 to 19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

13.5.3 All other pre-appointment checks are still completed including, where the individual is engaging in regulated activity, a barred list check. The College may also choose to request an enhanced DBS certificate should they wish to do so.

13.5.4 The DBS cannot provide barred list information on any person, including volunteers, who are not in or seeking to enter in regulated activity.

13.5.5 For temporary staff, contractors and teacher trainees, the College also includes whether written confirmation was received that the employment business/teacher training provider supplying the member of supply/contractor staff/teacher trainee has carried out the relevant checks and obtained the appropriate certificates, including the appropriate level of DBS check. Where a contractor is self-employed, the College obtains an appropriate level of DBS check on their behalf. For more information on the appropriate level of DBS check for contractors see section 134-136 of KCSIE.

13.5.6 Where checks are carried out on volunteers, the College records this on the Single Central Record.

13.5.7 If the College has concerns about an existing staff member's suitability to work with children, young people and vulnerable adults, the College will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the College moves from a post that was not regulated activity into work that is regulated activity, the relevant checks for the regulated activity is carried out. Apart from these circumstances, in respect of existing staff the College is not required to request a DBS check or barred list check. If the College knows or has reason to believe that an individual is barred, the College knows that it would be committing an offence if it allows the individual to carry out any form of regulated activity.

14. Teacher Prohibition orders and disqualification by association

14.1 Teacher prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition order can be carried out using the **Teacher Services System**. Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication **Teacher Misconduct: the prohibition of teachers**.

14.2 Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by NCTL. Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so.

14.3 Section 128 direction

14.3.1 A check for a section 128 direction can be carried out using the **Teacher status checks information for employers**. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

14.4 Disqualification by Association

14.4.1 It is a legal requirement for the College to ensure that disqualified staff do not engage in working with children. The College makes staff aware of the requirements and provide an opportunity for staff to come to them if they think they are disqualified. The guidance relates to teaching early years children and the supervision of children under eight years old at before or after school clubs. The term 'Association' refers to the fact that should staff live with someone who is disqualified, they too are disqualified as a result of their association with that disqualified person.

14.4.2 Where an individual discloses information that potentially disqualifies them from working in the relevant setting:

- The College will seek advice immediately from HR and/or the LADO where appropriate.

If advised to do so (or where the disqualification is clear) the College will:

- Remove the individual from work in the relevant setting (this may be redeployment or suspension on full pay. Garden leave may be used if more time is needed to make a decision)
- Inform Ofsted – disqualification@ofsted.gov.uk – and inform the individual that you have done this
- Provide information to the individual about applying for a waiver from Ofsted
- Consider the longer term implications for the individual if a waiver is not granted/the individual is not willing to apply for it. (This may result in permanent redeployment to alternative duties or possibly dismissal).

14.4.3 For new employees, the College will:

- Add the disqualification declaration model form to the list of pre-employment checks carried out
- Ask all new employees to complete and sign the form as part of the recruitment process, prior to confirming the offer of employment
- Not employ anyone who makes a positive declaration (this would be a criminal offence)
- Include the check on the Single Central Record.

Full guidance can be found in Appendix 6 Childcare Disqualification Requirements – advice for schools, March 2015.

15. Professional boundaries for staff and code of conduct

- 15.1 Each new member of staff and volunteer will be provided with a full induction on Safeguarding, in addition to the training requirements set out in section 7. A copy of 'Guidance for Safer Working Practice for Adults Who Work with Children and Young People' will be available for all staff and volunteers to read. All staff are required to read and sign Part One of Keeping Children Safe in Education.
- 15.2 Staff members and volunteers are required to sign up to and follow the College Code of Conduct. Annex A.
- 15.3 The College's Code of Conduct for staff and volunteers is made freely available to staff, visitors, contractors, pupils, parents and carers on the College's website and in hard copy, at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate.
- 15.4 Use of social networking sites by staff is viewed in connection with the College Code of Conduct and this policy. All College staff are in a position of trust, and there are expectations that they will act in a professional manner at all times.
- 15.5 The usage of all electronic provisions, including online storage, set up by the College is monitored. All access rights are terminated upon the cessation of the relevant employment contract.

16. Whistleblowing

- 16.1 The College recognises that children, young people and vulnerable adults cannot be expected to raise concerns in an environment where staff fail to do so.
- 16.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this. Staff are aware how to raise concerns and who to share these with. This is detailed in our Whistleblowing Policy which should be viewed alongside this policy.
- 16.3 Whistleblowing concerns about the Principal or any other senior manager in relation to the abuse of students should be in writing to the Chair of Governors as set out in the College's Whistleblowing Policy.
- 16.4 In the event of allegations of abuse being made against the Principal, staff may discuss with the College's Designated Safeguarding Lead and make any referrals via them.
- 16.5 Where a staff member feels unable to raise an issue with their employer or feels their genuine concerns are not being addressed, other whistleblowing channels may be open to them.
- 16.6 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and Email: help@nspcc.org.uk.

17 Prevent: radicalisation and extremism

- 17.1 Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting young people from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
- 17.2 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.
- 17.3 As with managing other safeguarding risks, staff should be alert to changes in young people's behaviour which could indicate that they may be in need of help or protection. College staff should use their professional judgement in identifying young people who might be at risk of radicalisation and act proportionately.

17.4 Prevent

- From 1 July 2015 specified authorities, including all schools and Colleges (as defined in the summary of Keeping Children Safe in Education, July 2015), are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, ('the CTSA 2015'), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism' ('the Prevent duty'). Bodies to which the duty applies **must have regard to statutory guidance issued under section 29 of the CTSA 2015** ('the Prevent guidance')..
- The statutory Prevent guidance summarises the requirements on further education institutes in terms of seven general themes: external speakers and events, working in partnership, risk assessment, action plans, staff training, welfare and pastoral care and IT policies.

17.5 Channel

- College safeguarding staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.
- Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

- The Prevent strategy addresses all forms of terrorism and the government continues to prioritise according to the threat they pose to national security. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qaida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

17.6 The Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support, and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

17.7 The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel Panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

18 Allegations

- 18.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 18.2 The DSL and DDSL will ensure there are procedures in place to handle allegations against teachers, senior staff, volunteers and other staff.
- 18.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in the Berkshire LSCB Child Protection Procedures. Staff are to follow the College guidance set in this policy.
- 18.4 The Principal, Designated Safeguarding Lead or another Senior Manager, in the first instance, investigate the matter. If it is deemed as a potential safeguarding matter they immediately contact CAAS in order to liaise with the Local Authority Designated Safeguarding Lead, otherwise the matter is addressed under the College's disciplinary procedure. Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting. Where the allegation is against the Principal, the Chair of Governors will take this action.
- 18.5 If, for any reason, it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the College's disciplinary procedures in liaison with the College Head of HR Services.
- 18.6 Staff and volunteers are provided with guidance in the Code of Conduct should they be involved in an allegation of abuse.

- 18.7 The DSL and DDSL ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- 18.8 The DSL and DDSL also ensure that there are procedures in place to handle allegations against other children.

19 Appointment of designated person for looked after children (LAC)

- 19.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL and DDSL ensure designated safeguarding officers are appointed to promote the educational achievement of children who are looked after and ensure that these officers have appropriate training, skills, knowledge and understanding necessary to keep looked after children safe. The Post 16 and Pre 16 SG officers are the officers with such remit.
- 19.2 In particular, the DSL and DDSL ensure that the SG officers have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. The SG officers will have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The SG officers will have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

20 Children and young people with special needs and disabilities

- 20.1 Children, young people and vulnerable adults with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The DSL and DDSL ensure the safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of people. This can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the individual's disability without further exploration;
 - children, young people and vulnerable adults with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.

21 Inspection

- 21.1 From September 2015 all inspections by Ofsted have been made using **The common inspection framework: education skills and early years.**
- 21.2 Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding: **Inspecting safeguarding in early years, education and skills settings.**

Date: October 2016
Review: October 2017

Appendix 1 Key Contacts within West Berkshire Local Authority

	Name	Address	Telephone	Email
Contact, Advice & Assessment Service (CAAS)	Duty Social Worker	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	Professionals only contact number: 01635 503190 Parents only Contact number: 01635 503090 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535	child@westberks.gov.uk
Prevent Officer Thames Valley Police	DS Kulvinder Bansal	Reading Police Station Castle Street Reading RG1 7TH	07788 307 178	Kulvinder.bansal@thamesvalley.pnn.police.uk
Safer Communities Partnership Team Manager and PREVENT Lead, WBC	Susan Powell	Strategic Support West Berkshire Council 20 Mill Lane Newbury RG14 5QU	(01635) 264703 07881 856801	susan.powell@westberks.gov.uk www.westberks.gov.uk
Principal Education Psychologist and PREVENT Link for Education	Cathy Burnham	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519014	cathy.burnham@westberks.gov.uk
Principal Education Welfare Officer, Lead Officer in Education for Safeguarding, Local Authority Designated Officer for Schools , Principal Education Welfare Officer (PEWO) Contact can be made via CAAS	Karen Pottinger	Council Offices Turnham's Green Park Pincents Lane Tilehurst Reading Berkshire RG31 4UH	01635 503190	karen.pottinger@westberks.gov.uk

Schools Safeguarding Officer	Wendy Lunt	Council Offices Turnham's Green Park Pincents Lane Tilehurst Reading Berkshire RG31 4UH	01189 167770	wendy.unt@westberks.gov.uk
Service Manager Children, Local Authority Designated Officer Contact can be made via CAAS	Juliet Penley	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 503190	juliet.penley@westberks.gov.uk
Senior Education Welfare Officer, Anti-Bullying Accreditation Lead	Linda Curtis	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519788	Linda.curtis@westberks.gov.uk
Exclusions Officer	Andy Cordell	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 503409	andy.cordell@westberks.gov.uk

Appendix 2 Terminology

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see *Working Together to Safeguard Children, A guide to multi-agency working to safeguard and promote the welfare of children, 2015*) in respect of those children who have been identified as suffering, or being at risk of suffering, harm. This term is used specifically in relation to College students who are under 16 years of age.

Safeguarding and promoting the welfare of children, young people and vulnerable adults is defined for the purposes of this guidance as: protecting from maltreatment; preventing impairment of 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 individuals to have the best outcomes. (*Keeping Children Safe in Education, Sept 2016*).

Working Together to Safeguard Children, March 2015 states that ‘safeguarding children and protecting them from harm’ is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

Abuse is a form of maltreatment. Somebody may abuse or neglect a child, young person or vulnerable adult by inflicting harm or by failing to act to prevent harm. Abuse in a family or in an institutional or community setting may be by those known to them or, more rarely, by others (eg via the internet). Abuse may also be by an adult or adults or another child, young person or vulnerable adult.

Staff refers to all those working for or on behalf of the College, full-time or part-time, in either a paid, voluntary capacity or subcontracted to the College.

Children includes everyone under the age of 16 and young people refers to anyone aged between 16 and 18 years, vulnerable adults refer to anyone over 19 years of age who may be deemed as vulnerable, with or without learning difficulties and disability.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Prevent is part of the UK’s Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. ‘Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools, colleges and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism’, HM Government 2015. The Prevent Strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. The College has a duty of care to students and staff which includes safeguarding them from the risk of being drawn into terrorism. (N.B. The College has a stand-alone Prevent Policy and a Prevent Action Plan)

Extremism refers to the Government’s ‘Prevent Strategy’ which defines extremism as: ‘vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in our definition of extremism are calls for the death of members of our armed forces’.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise young children, young people and vulnerable adults to hold extreme views including

views justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

As with other safeguarding risks, staff should be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying those who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Appendix 3 Acronyms

CAAS	Contact, Advice and Assessment Service
CMT	College Management Committee
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Educational
DSL	Designated Safeguarding Lead
EEA	European Economic Area
FGM	Female Genital Mutilation
FSM	Free School Meal
KCSIE	Keeping Children Safe in Education, Sept 2016
LA	Local Authority
LAC	Looked After Children
LADO	Local Authority Designated Officer
LCSB	Local Safeguarding Children Board
LGBT	Lesbian, Gay, Bi-Sexual, Transgender
MASH	Multi-Agency Safeguarding Hub
NCTL	National College for Teaching and Leadership
NSPCC	National Society for the Prevention of Cruelty to Children
PPG	Pupil Premium Grant`
QTS	Qualified Teacher Status
SEN	Special Educational Needs
SG Officer	Safeguarding Officer
SMT	Senior Management Committee
VLE	Virtual Learning Environment
WBC	West Berkshire Council

Appendix 4 Role of the designated safeguarding lead

Governing bodies, proprietors and management committees appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead.

- Newbury College Deputy Principal is the designated safeguarding lead (DSL) and the Learner Services Manager is the deputy designated safeguarding lead (DDSL) for the College.

The role of a DSL is to take lead responsibility for safeguarding and child protection. This is explicit in the role-holder's job description. This person will have the appropriate status and authority within the school or College to carry out the duties of the post. They have been given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and multi-agency meetings and/or to support other staff to do so and to contribute to the assessment of children. The deputy designated safeguarding lead (DDSL) is trained to the same standard as the designated safeguarding lead (DSL).

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL; this lead responsibility should not be delegated.

The DSL and the DDSL are expected to:

1. Manage referrals

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

2. Work with others

- liaise with the schools' head teachers or colleges' principals to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff

3. Training

The DSL and DDSL undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated annually. They also undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills are constantly refreshed via e-bulletins, meeting other designated safeguarding leads, or simply by taking time to read and digest safeguarding developments at regular intervals, at least annually. This is to allow the DSL and DDSL to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

4. Raise Awareness

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

5. Child protection file

Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

6. Availability

During term time the DSL or DDSL are always available (during school or college hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the DSL or DDSL would be expected to be available in person, Newbury College ensures there are duty managers throughout the non-term time period who can and know how to get in touch of the DSL in case of a concern.

Appendix 5 Definitions of Abuse

The Governing Body recognises the following as definitions of abuse:

Abuse may fall into a number of categories eg **physical, emotional, neglect and sexual** with the additional categories for vulnerable adults of **acts of omission, psychological, financial or material, institutional or professional abuse**. Someone may abuse or neglect a child or young person by inflicting harm, by failing to act to prevent harm or by failing to ensure safety and adequate care. Harm may occur intentionally or unintentionally. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. **Examples** of abuse are outlined below. These examples are by no means exhaustive.

a) **Physical Abuse**

Actual or likely physical injury to a child or young person, or failure to prevent physical injury (or suffering) to a child or young person, including intentional poisoning, suffocation and fabricated or induced illness eg:

- Multiple bruising
- A history of unexplained falls and/or minor injuries
- Finger marks
- Burns not consistent with possible explanations
- Global or specific deterioration of health without obvious cause
- Increasing immobility
- Dehydration
- Over or under use of medication
- Fractures not consistent with falls or explanation of the injury
- Unexplained loss of hair, in clumps
- Cuts not likely to be explained by self-injury

b) **Emotional Abuse**

Persistent emotional ill-treatment of a child or young person, as to cause severe and persistent adverse effects on the child's emotional development. This may involve conveying to a child or young person that they are worthless or unloved, inadequate, or valued in so far as they meet the needs of another person. It may include persistent scapegoating, namecalling (racial, religious and sexual orientation), hostility, ridicule, frightening or threatening behaviour or cruelty. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of children, though it may occur alone.

c) **Neglect or Omission**

The persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child or young person's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child or young person from physical harm or danger or failure to ensure access to appropriate medical care or treatment, eg

- Persistent hunger
- Loss of weight
- Poor hygiene
- Inappropriate dress

- Consistent lack of supervision for long periods, especially during activities which hold danger for them
- Constant fatigue or listlessness
- Physical problems and medical needs that are not attended to or general abandonment
- Denial of religious or cultural needs

d) **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetration or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, watching sexual activities, or encouraging children to behave in sexually inappropriate ways eg

- Unexplained bruising around the vaginal or genital areas
- Unexplained difficulties in walking
- Reluctance of the person to be alone with an individual known to them
- Unexplained behaviour change
- Unexplained bleeding from vaginal or genital areas
- Stained or bloody underclothing
- In residential care, fear of staff offering help with undressing, bathing etc.

e) **Psychological Abuse**

This can affect young people through humiliation, insults, bullying, threats, enforced isolation, ridicule, depriving a person of due respect, dignity and affection and can demoralise the individual concerned eg:

- Strain within the relationship
- Indication that the abuser acts differently with the worker present than at other times with the vulnerable adult
- An air of silence in the home when the alleged abuser is present
- A general lack of consideration for the vulnerable adult's needs
- Refusal to allow the vulnerable adult an opinion of his or her own
- Denial of privacy in relation to their care, feelings or other aspects of their life
- A denial of access to the vulnerable adult, especially where the adult is in need of assistance, which they will consequently not receive
- Denial of freedom or movement eg locking a young person in a room or tying them to a chair
- Alterations in the psychological state, possibly withdrawal or fear.

f) **Financial or Material Abuse**

This is likely to involve access to and misappropriation of funds, possessions or benefits of a vulnerable adult. This can include, for example, the use of money or property without the informed consent of the vulnerable adult or making transactions which they do not understand. Other examples include stealing, using pressure to obtain rights to property or a will or preventing the sale of a property which would release capital to fund care packages or a residential home placement, that otherwise will put the vulnerable adult at risk eg

- Situations where, despite having a pension/benefits, the vulnerable adult is without money shortly after its receipt, particularly where that person is not able to spend money without assistance

- Unexplained withdrawals from savings accounts (large and small). The victim may have no realistic idea of how much money is in the account or what is happening to their financial affairs
- The unexplained disappearance of financial documents eg building society books and bank statements
- An unexplained shortage of money, despite a seemingly adequate income.

g) **Institutional or Professional Abuse**

Institutional abuse may be defined as both abuse by a regime itself and/or by an individual(s) of that regime. On occasions, institutions may develop practices which allow the abuse of those in their care as a matter of the daily routine of the organisation. Factors that may undermine the creation of a positive, caring culture might be, for example: weak or oppressive management, poor pay and conditions, the absence of appropriate training and support for staff, a lack of policy and clear procedures and poor channels of communication.

h) **Forced Marriage**

The difference between an arranged and a forced marriage

The tradition of arranged marriages has operated very successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced marriage and an arranged marriage. In **arranged marriages**, the families of both spouses take a leading role in arranging the marriage but the choice whether to accept the arrangement remains with the individuals. In **forced marriage**, at least one party does **not consent** to the marriage and some element of duress is involved.

Forced marriage is primarily an issue of violence against women. Most cases involve young women and girls aged between 13 and 30 years, although there is evidence to suggest that some victims are male.

Forced marriage is a criminal offence; the offences can include abduction, physical violence and threatening behaviour. Sexual intercourse without consent is rape.

If you suspect that one of your students is being forced into a marriage against their will or if a female ethnic minority student leaves College unexpectedly and without explanation, contact the Designated Child Protection and Safeguarding Officer.

i) **Domestic Abuse**

Introduction

The issues of children living with domestic violence is now recognised as a matter for concern in its own right by both government and key children's services agencies. The link between child physical abuse and domestic violence is high. The impact of domestic violence and abuse on an individual child will vary according to the child's resilience and the strengths and weaknesses of their particular circumstances.

The three central imperatives of any intervention for children living with domestic violence are:

- To protect the child/ren;
- To support the mother to protect herself and her child/ren; and
- To hold the abusive partner accountable

Domestic violence is defined by the Home Office as:

‘Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality’.

The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship.

j) **Female Genital Mutilation (FGM)**

FGM is a collective term for procedures which include the removal of part / all of external female genitalia for cultural or other non-therapeutic reasons.

This practice is illegal in this country by the Female Genital Mutilation Act 2003 except on specific physical and mental health grounds.

Any suspicion of intended or actual FGM must be referred to Children’s Social Care.

j) **Child Sexual Exploitation (CSE)**

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them participating in sexual activities.

Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Newbury College is well placed to teach students how to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual exploitation. Positive relationships with College staff will encourage young people to disclose any worries about their own safety or the safety of others.

College policy, ethos and training

Newbury College will promote healthy friendships and relationships through their whole College ethos, safeguarding, code of conduct policy, and anti-bullying work. There exists a commitment from senior management and governors to deal with the issue of child sexual exploitation.

The Designated Senior Person for safeguarding regularly organises sessions for all staff to raise awareness of the risk factors, signs and indicators.

Useful resources and details of local services are advertised to students through Moodle.

Display posters and leaflets that advertise services will be used to get information and advice about sexual exploitation prevention.

CSE prevention specific online training is available for key staff in line with all West Berkshire education providers.

Preventative education

Linking tutorials with College policies, including those on sex and relationships education, e-safety, anti-bullying and safeguarding is common practice. Equality and diversity are taken into account when designing teaching resources.

Messages about healthy relationships and risky behaviour are taught through the tutorial programme. The range of topics relevant to the age and experiences of young people at the College are covered, such as:

- respect and responsibilities
- awareness of unhealthy relationships, sexual exploitation and grooming
- understanding of dangerous and exploitative situations
- exploring gender stereotypes and gender roles
- increasing awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure
- building skills and confidence in developing positive, healthy relationships.

E-safety

All College students are at risk of online sexual exploitation. The College ensures that their e-safety procedures are robust and that students are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- to be confident to report any concerns about themselves or others to College staff

Partnership working

Newbury College shares all West Berkshire Local Children Safeguarding Board (LSCB) approved resources with students. From time to time local representatives are invited into the College to give talks on CSE prevention and provide training for staff.

Working in partnership with the West Berkshire LSCB and being familiar with the LSCB procedures will help to support the College with any CSE concerns.

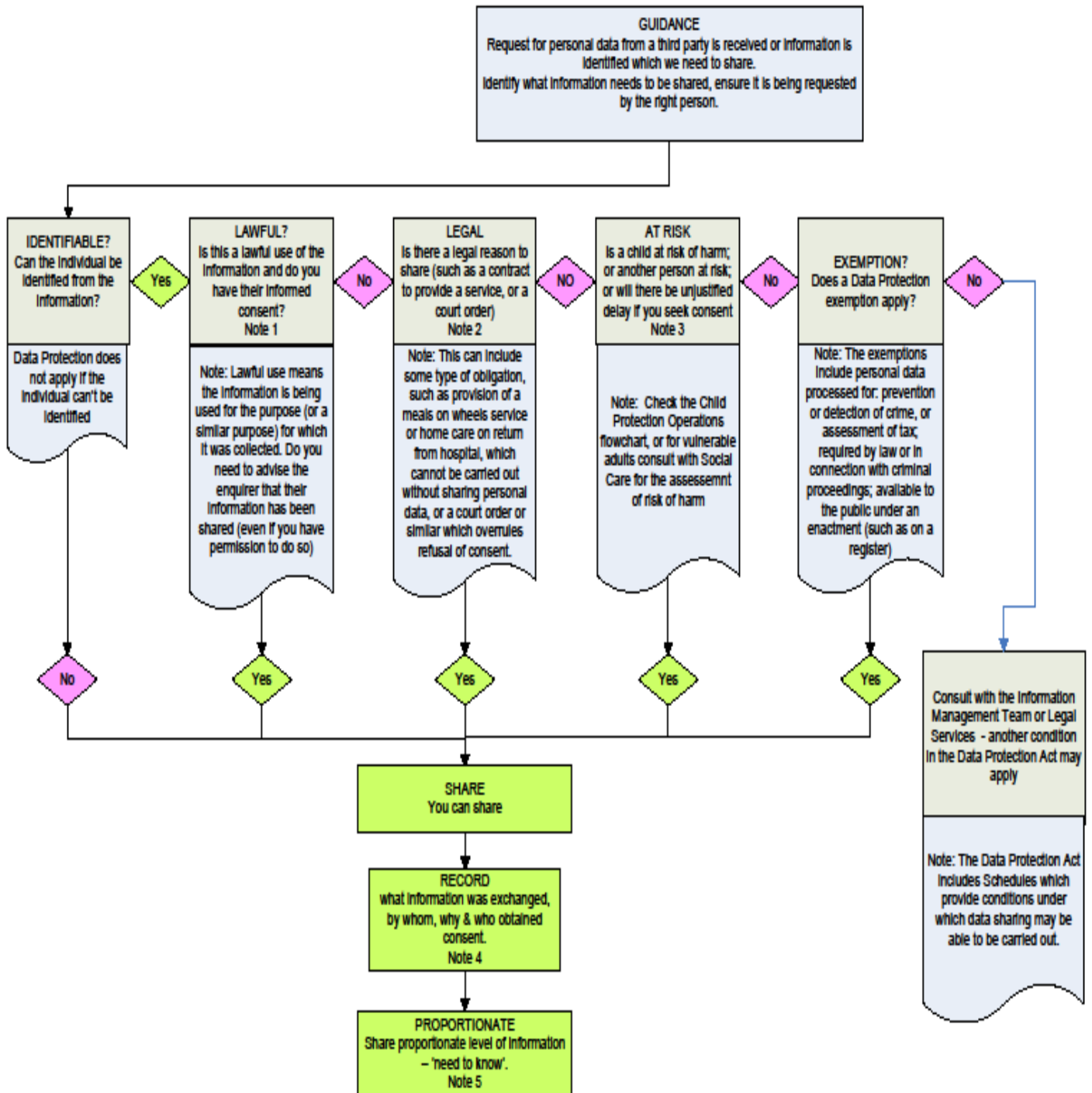
Working with parents

The College can be the first agency to notice that a student may be at risk of CSE. The safeguarding team will support parents who have concerns about their child's behaviour and appearance. The College will confidentially listen and record parents' concerns in matters of CSE and work with them to access appropriate agencies for further help.

l) **Looked After Children (LAC)**

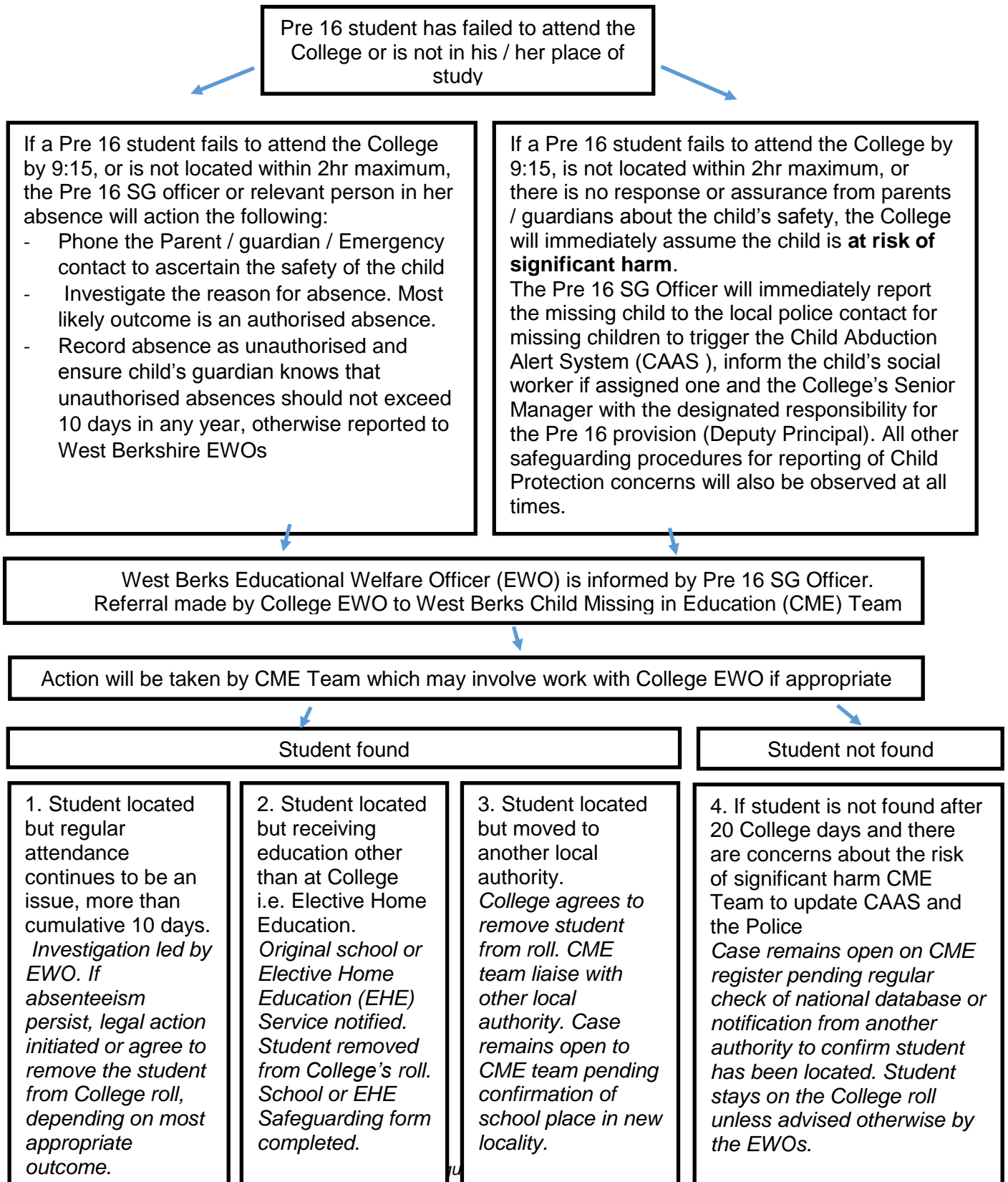
The most common reason for children becoming looked after is as a result of abuse and/or neglect. A looked after child who remains the subject of a Child Protection Plan will have both Looked After Reviews (LAC Reviews) and Child Protection Review Conferences. The aim should be for the child to be the subject of a single reviewing process, led by the child's Independent Reviewing Officer.

Appendix 6 West Berkshire's Information Sharing Flowchart



Appendix 7 Reporting and Dealing with missing children in education

Pre 16 students wear a blue top to identify them within the College premises and in class. Every day, all Pre 16 students sign in at 9:00 and out at the end of the day. In addition, the Pre 16 Safeguarding officer (SG) completes a daily visual spot check that all Pre 16 students are in classes / workshops at 11:30, 1:30 and 3:30. If a Pre 16 student fails to attend the College by 9:15 on a day of learning or is reported as not in his or her expected classroom / workshop by a teacher, an investigation is immediately launched by the Pre 16 SG officer. If the Pre 16 student is not located within a maximum of two hour, the following emergency procedure is set in motion.



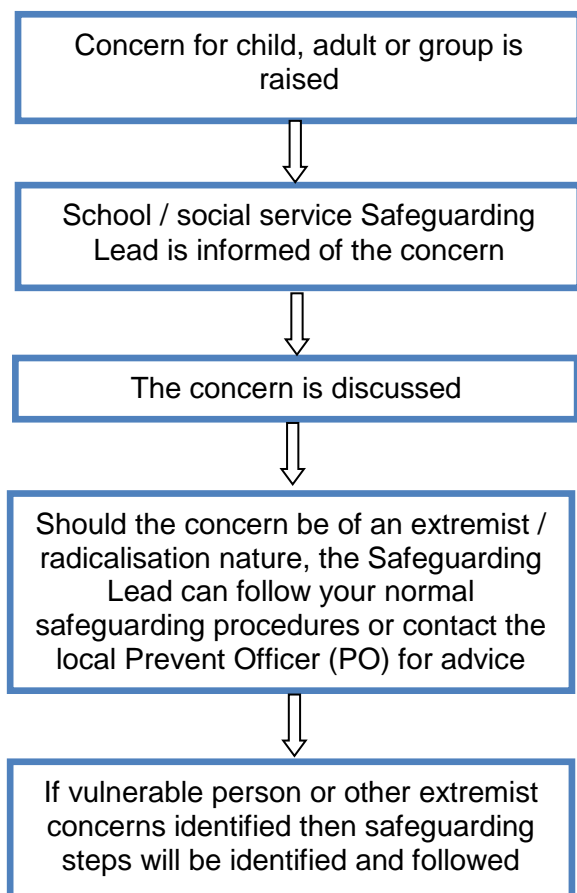
Appendix 8 Reporting Prevent and alternative referral pathways

Prevent “Safeguarding” Referral Pathway



Prevent – To stop people supporting terrorism or becoming a terrorist. It is a multi-agency approach to support individuals in a proportionate manner.

Below is a referral pathway flowchart that the College adopts:



Referral may then be made to Channel if deemed necessary;

Channel is an early intervention scheme that supports people who are at the risk of radicalisation and provides practical support tailored to individual needs. It is a multi-agency approach which allows the individual to gain support from a variety of different services.

Preferred referral pathway

Email your concern to
prevent@thamesvalley.pnn.police.uk

Contact your Local Authority Lead

Susan Powell
Susan.powell@westberks.gov.uk

For assistance with the Channel Process:

Shaun Greenough
Shaun.Greenough@thamesvalley.pnn.police.uk

Alternative referral pathways:

All referrals to the Police are made and managed in confidence, however some individuals may wish to make a referral indirectly to the Police and below are other available referral pathways.

To the generic Prevent Email box:

Email concerns to prevent@thamesvalley.pnn.police.uk .

This information will then be passed to the best person to deal with the information.

To your Local Police Neighbourhood Team:

Contact your local police neighbourhood team; they will be able to help you deal with a referral and give you the right support needed.

To your local Police Schools Liaison Officer (Secondary/Academy schools):

Each school has a Schools Liaison Officer; these individuals are also able to help support any referrals or concerns you may have.

Multi Agency Safeguarding Hub (MASH):

The aim of the MASH is to improve the way agencies work together to protect vulnerable persons(children and adults) from harm, neglect and abuse. This hub combines individuals from the Police, Health and Social Care (soon to include Education and Housing) and Mental Health. This multi-agency hub will assess referrals and link in as appropriate with Prevent to provide support.

Other Pathways to Consider:

101:

This is the non-emergency phone line to the Police

999:

999 calls should only be made in an emergency when there is an urgent case only; this means direct threat to the protection of life and property.

Anti Terrorist Hotline:

0800 789 321

www.gov.uk/report-suspicious-activity-to-mi5

Report online terrorism:

www.gov.uk/report-terrorism

- **British values**

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values . Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. To find guidance on British values within schools visit:

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Appendix 9 Links to government guidance documents

National and Local Government Guidance can be found by entering the headings below into your usual search engine

The Government Website www.gov.uk provides a wide range of guidance which is easily accessed from the search box.

The following are particularly useful for schools:-

- **Keeping Children Safe in Education – Sept 2016**

[Keeping children safe in education](#)

- **Working Together to Safeguard Children - March 2015**

[Working together to safeguard children](#)

- **What to do if you're worried a child is being abused**

[What to do if you're worried a child is being abused](#)

- **Inspecting Safeguarding in maintained schools and academies**

[Inspecting safeguarding in early years education and skills settings](#)

- **Safeguarding children and young people and young vulnerable adults**

[Ofsted safeguarding policy](#)

- **Section 11 of the Children's Act 2004**

Appendix 10

Safeguarding Policy

Disclosure of a Safeguarding Concern

Confidential: For the attention of Designated Personnel ONLY
<p>Refer to one of the following staff members:</p> <ul style="list-style-type: none">• Ben Broyd, Learner Services Manager and Safeguarding Officer• Tina Pandher Post 16 Safeguarding Officer /Pastoral Care• Deborah Houghton, Pre-16 Safeguarding Officer/Pastoral Care Officer (Pre-16 students only)• Fadia Clarke, Deputy Principal, Lead Safeguarding Officer• Cathy Gladwin, High Needs Support Manager• Michelle Girdler, College Counsellor <p>In the event of all of the above being unavailable contact any member of the College Senior Management Team</p>

Date:	Time: Where:	Report Written by:
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Name of Complainant:	Date of Birth:	Age:
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Report of Safeguarding Concern
Important Notes
<ul style="list-style-type: none">• Listen carefully and stay calm / Provide reassurance• Do not conduct interview• Write down what is said• Ask any questions normally and without pressure e.g. just to clarify factual details such as time, date, place etc.• Inform complainant that the information must be passed on and to whom the report will be forwarded• Staff should not investigate allegations themselves <p>NB: This report may be submitted as evidence and must be precise and factual.</p>

Report of Safeguarding Concern

During the Disclosure: (Note exact words used)

Environmental Context:
(E.g. Was the individual involved In a classroom activity)

Emotional Context: (E.g. How was the information communicated?
Jokingly or in a Serious Manner)

Action taken: (Referred to social service/police)

Reviewed: (Date and action) Action Plan/ Follow-up meeting

I sign below to confirm that the above report is an accurate record and agree to this information being forwarded:

Complainant's Signature:	Date:
Report Writer's Signature:	Date:

Appendix 11

Safeguarding Policy

Reporting a Disclosure of Alleged Abuse by a Member of Staff

Confidential: For the attention of The Principal ONLY
<p>In the event of an allegation being made against the Principal this form must be sent to the designated governor, Mr Simon Thompson In the event of the Principal being unavailable contact one of the following staff members:</p> <ul style="list-style-type: none">• Head of HR Services• Learner Services Manager, Lead Safeguarding Officer <p>or any member of the Senior Management Team</p>

Date:	Time:	Report Writer:
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Name:	Date of Birth:	Age:
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Report of Allegation of Abuse
Important Notes
<ul style="list-style-type: none">• Listen carefully and stay calm• Do not conduct interview• Write down what is said• Ask any questions normally and without pressure eg just to clarify factual details such as time, date, place etc.• Do not put words into the complainant's mouth• Provide reassurance• Inform complainant that the information must be passed on and to whom the report will be forwarded• Staff should not investigate allegations themselves

NB: This report may be submitted as evidence and **must** be precise and factual.

Report of Allegation of Abuse

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Action taken:

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Reviewed:
(Date and action)

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I sign below to confirm that the above report is an accurate record and agree to this information being forwarded:

Complainant's Signature:

Date:

Report Writer's Signature:

Date: